

1999-2000 District Composite Report

Caddo Parish

Published January 2001

Prepared by the
Louisiana Department of Education
Cecil J. Picard, State Superintendent of Education

Louisiana State Board of Elementary and Secondary Education

Mr. Paul Pastorek
President
Member-at-Large

Dr. James Stafford
Vice-President
5th BESE District

Mr. Keith Johnson
Secretary-Treasurer
2nd BESE District

Ms. Donna Contois
1st BESE District

Ms. Glenney Lee Buquet
3rd BESE District

Mr. Walter Lee
4th BESE District

Dr. Richard Musemeche
6th BESE District

Mr. Dale Bayard
7th BESE District

Ms. Linda Johnson
8th BESE District

Mr. Gerald Dill
Member-at-Large

Ms. Leslie Jacobs
Member-at-Large

Ms. Weegie Peabody
Executive Director

For additional information, please visit the Louisiana Department of Education's web site at www.louisianaschools.net or contact:

Dr. Shana Schuyten at sschuyten@mail.doe.state.la.us or Ms. Mindy Crain-Dorough at mcrain@mail.doe.state.la.us

Division of Planning, Analysis, and Information Resources

Telephone (225) 342-3764

This public document is published at a total cost of \$1,952.16; three hundred ninety six copies of this public document were published in the first printing at a cost of \$1,952.16. The total cost of all printings of this document, including reprints, is \$1,952.16. This document was published by the Louisiana Department of Education, Office of Management and Finance, Division of Planning, Analysis, and Information Resources; Post Office Box 94064; Baton Rouge, Louisiana 70804-9064 to aid in the interpretation of *School Profiles* under authority of R.S. 17:21. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

TABLE OF CONTENTS

Introduction.....	i
Section 1. District Summary	
District Summary Overview	1-1
District Indicator Summary Results	1-2
Parish Socioeconomic And Demographic Profile.....	1-12
District Financial Profile	1-14
Section 2. School Characteristics And Accountability Information	
School Characteristics and Accountability Information Overview	2-1
School Characteristics and Accountability Information.....	2-2
Faculty with a Master’s Degree or Higher.....	2-31
Class Size Characteristics.....	2-35
Section 3. Student Participation	
Student Participation Overview.....	3-1
Student Attendance.....	3-2
Students Suspended and Expelled	3-9
Student Dropouts	3-26
Section 4. Student Achievement	
Student Achievement Overview	4-1
Developmental Reading Assessment Results	4-2
Criterion-Referenced Test (CRT) – LEAP 21 Test Results.....	4-20
Criterion-Referenced Test (CRT) – GEE Results	4-78
Norm-Referenced Test (NRT) – The Iowa Tests Results.....	4-82
Section 5. College Readiness	
College Readiness Overview.....	5-1
American College Test (ACT) Results	5-2
First-Time College Freshmen Performance.....	5-4
Glossary.....	6-1

KEY TO TABLES

Table 1a: District Indicator Summary Results - Schools in Caddo Parish.....	1-3
Table 1b: District Indicator Summary Results - Schools by Performance Category	1-3
Table 1c: District Indicator Summary Results - Faculty Degree Data.....	1-3
Table 1d: District Indicator Summary Results - Class Size Characteristics for Grades K-12	1-4
Table 2a: District Indicator Summary Results - Student Attendance	1-5
Table 2b: District Indicator Summary Results - Student Dropouts	1-5
Table 2c: District Indicator Summary Results - Students Suspended and Expelled	1-6
Table 3a: District Indicator Summary Results - Developmental Reading Assessment Spring Results	1-7
Table 3b: District Indicator Summary Results - LEAP 21 Test Results.....	1-7
Table 3c: District Indicator Summary Results - Graduation Exit Examination (GEE) Results	1-9
Table 3d: District Indicator Summary Results - The Iowa Test Results.....	1-10
Table 4a: District Indicator Summary Results - American College Test (ACT) Results	1-11
Table 4b: District Indicator Summary Results - First-Time College Freshmen Performance	1-11
Table 5: School Characteristics and Accountability Information of Caddo Parish.....	2-5
Table 6: Faculty with a Master's Degree or Higher	2-32
Table 7a: Class Size Characteristics - Elementary Schools	2-36
Table 7b: Class Size Characteristics: Middle/Jr. High Schools.....	2-42
Table 7c: Class Size Characteristics - High Schools	2-44
Table 7d: Class Size Characteristics - Combination Schools	2-46
Table 8a: Percent of Student Attendance - Elementary Schools	3-4
Table 8b: Percent of Student Attendance: Middle/Jr. High Schools	3-6
Table 8c: Percent of Student Attendance - High Schools.....	3-7
Table 8d: Percent of Student Attendance - Combination Schools.....	3-8
Table 9a: Students Suspended and Expelled - Elementary Schools	3-11
Table 9b: Students Suspended and Expelled: Middle/Jr. High Schools	3-19
Table 9c: Students Suspended and Expelled - High Schools.....	3-22
Table 9d: Students Suspended and Expelled - Combination Schools.....	3-25
Table 10: Student Dropouts	3-28
Table 11a: Developmental Reading Assessment Spring Results - Grade 2.....	4-4
Table 11b: Developmental Reading Assessment Spring Results - Grade 3.....	4-12

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts.....	4-22
Table 12b: LEAP 21 Test Results - Grade 4 Mathematics.....	4-32
Table 12c: LEAP 21 Test Results - Grade 4 Science.....	4-42
Table 12d: LEAP 21 Test Results - Grade 4 Social Studies.....	4-52
Table 12e: LEAP 21 Test Results - Grade 8 English Language Arts.....	4-62
Table 12f: LEAP 21 Test Results - Grade 8 Mathematics.....	4-66
Table 12g: LEAP 21 Test Results - Grade 8 Science.....	4-70
Table 12h: LEAP 21 Test Results - Grade 8 Social Studies.....	4-74
Table 13: Graduation Exit Examination (GEE) Results.....	4-79
Table 14a: The Iowa Tests Results - Grade 3.....	4-84
Table 14b: The Iowa Tests Results - Grade 5.....	4-94
Table 14c: The Iowa Tests Results - Grade 6.....	4-104
Table 14d: The Iowa Tests Results - Grade 7.....	4-109
Table 14e: The Iowa Tests Results - Grade 9.....	4-114
Table 15: American College Test (ACT) Results.....	5-3
Table 16: First-Time College Freshmen Performance.....	5-6

Introduction

The passage of the Children First Act in 1988 ushered in a new era of data collection, analysis, and reporting about the overall quality and condition of education in Louisiana. Implemented in 1990, this major piece of legislation mandated the publication of the *Progress Profiles* (*School Report Cards*, *District Composite Report*, and the *State Report*) with three main objectives: (1) to provide information about schools to parents and the general public, (2) to provide a basis for educational planning, and (3) to increase educational accountability at all levels.

The Children First Act through its *Progress Profiles* program also became the impetus toward the introduction of the statewide school accountability system, which was implemented in fall of 1999. The School Accountability System, replacing the old *Progress Profiles* program, is one that is dually focused by featuring assessment of school performance and emphasizing school improvement. The Accountability system in its second year of operation has been successful in prompting focus on accountability and school improvement efforts, thereby fostering an increased awareness of the importance of these efforts to our state. The resulting accountability reports have become an important mechanism for disseminating information on the status and performance of public education in the state of Louisiana.

The development and production of the accountability reports are overseen by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources. The accountability reports were founded on the premise that educational improvement is most successful when parents, school staff, and policymakers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the accountability reports were carefully selected because they

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policymakers, and thus are useful for school improvement purposes; and

- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

Accountability Reports

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, the Department of Education has provided three levels of reporting.

1. *School Report Cards* are tailored to the needs of parents and the general public, as well as school administrators and other key personnel. Given the differences in perspective audiences as well as the differences in the intended use of this information, two School Report Cards are developed and disseminated on an annual basis. The School Report Card for Parents is written with the average parent and others of the general public in mind. The School Report Card for Principals, written to convey school level information to school administrators, is somewhat more technical in content. Both School Report Cards provide an excellent overview of the school's performance and progress toward achieving the State's established ten- and twenty-year goals. Copies of the report cards are delivered to the principals for distribution to all parents.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts on an annual basis. The most detailed and comprehensive of the three levels of reporting, these reports which contain longitudinal data on all indicators including the accountability performance results, are intended to serve as an effective tool to aid policymakers and district administrators in identifying opportunities for school improvement.
3. The *Louisiana State Education Progress Report* is best suited to the needs of the general reader. It provides a succinct overview of the major characteristics of Louisiana education based on accountability results and the analysis supporting indicators. This report is produced annually.

To understand the content of the *District Composite Report*, a thorough introduction of the school accountability system and its implementation is necessary.

School Accountability System

The School Accountability system was implemented in the fall of 1999, with an initial focus on schools containing grade levels kindergarten through eighth (K-8). Schools containing grades 9-12, or what is better known as the high school grades, will be captured by the new high school accountability model, which is expected to be implemented in the fall of 2001. Under the accountability system, each school's effectiveness and progress are measured based on results from statewide testing programs (LEAP 21 and The Iowa Tests), school attendance, and the dropout data. The accountability system is based on a two-year accountability cycle; this year's data reflect an interim year.

The School Performance Scores (SPS) released in the fall of 2000 were calculated for 1,173 schools using the 1999-2000 test data with the 1998-1999 attendance and dropout data. The SPS for each school is a weighted composite index, using 60% weight for the LEAP 21 tests, 30% weight for The Iowa Tests, and a total of 10% for the attendance and dropout results. A school must have both types of test data (at least one grade of LEAP 21 and one grade of The Iowa Tests) to receive an SPS.

A school that does not meet this requirement must be either "paired" or "shared" with another school in the district. Once the identification of the "pairing or sharing" arrangements has been made, this decision is binding for 10 years. If a school is lacking grade level test results from either the criterion-referenced test (CRT) or norm-referenced test (NRT), but not both, it must "share" with another school that has at least one grade level of that particular test. In this case, the shared test results (one grade only) from the second school will be used in formulating the SPS for the first school. Each school will have a unique and separate SPS. When a school has no test data at all or has an insufficient number of students taking the tests, it will then be "paired" with another school. *Pairing* will mean that in formulating the SPS, all test results, attendance, and dropouts of the paired schools are combined together. The schools will essentially receive the same SPS.

The annually-calculated SPS is a strong indicator of school performance. The maximum upper range for the SPS is between 236.4 and 266.7, depending on each school's grade levels that take The Iowa Tests. An SPS of 100 indicates that a school has reached the State's 10-year goal, while a score of 150 indicates achievement of the State's 20-year goal. Once the SPS for each accountability school was calculated, a two-year Growth Target was set, defining the minimum expected growth that a school must achieve in order to be on track for meeting the State's 10-year goal in the 2008-2009 school year. There are five accountability cycles between now and the year 2009. We are currently in accountability cycle one with the schools expected to meet their first two-year growth target in 2001.

Based on the 1998-1999 SPS, each school was assigned a performance category. Since this year (1999-2000) represents an interim year for accountability cycle one, new school performance categories will not be assigned until next year. Therefore, the 1998-1999 baseline performance categories and SPS ranges presented below are still valid.

1998-1999 School Performance Category Assignment

School Performance Category	SPS Range
School of Academic Excellence	150.0 or Above
School of Academic Distinction	125.0 – 149.9
School of Academic Achievement	100.0 – 124.9
Academically Above the State Average	69.4 – 99.9
Academically Below the State Average	30.1 – 69.3
Academically Unacceptable School	30 or Below

Longitudinal Analysis: Tracking School Progress Over Time

Up to six years of data (the current year and the five previous years) are presented in the *District Composite Report*. Each year, this report is updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and the *Louisiana State Education Progress Report*, on the other hand, present only the most current year of data, giving parents and policymakers a very concise and current snapshot of education performance.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single indicator can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.

To facilitate longitudinal and cross-sectional tracking of individual schools, the LDE has included in all the tables the six digit site code assigned to all public schools. In instances for which certain data may not be available for a school, the tilde symbol (~) will be displayed. There are also some tables for which the presence of data is "not applicable" because of the design requirements of the accountability model and the phasing in of the new criterion-referenced tests. In these cases, the notation "N/A" will be displayed.

1998-99 As Baseline Year

The 1998-1999 school year has become a new baseline year for this report for several reasons. First, it was the year when the first phase of

the statewide school accountability system went into effect and when each public school with a grade in the K-8 range received a School Performance Score and a School Performance Category. Secondly, the newly designed criterion-referenced testing program (LEAP 21) went into effect for students in grades 4 and 8. In addition, the type of tests given at the elementary and middle school grades also changed. In previous years students in grades 3, 5, and 7 took the old CRT while students in grades 4, 6, and 8 took The Iowa Tests. In 1998-99, students in grades 4 and 8 began taking the new CRT while students in grades 3, 5, 6, 7, and 9 took The Iowa Tests. And finally, the *Developmental Reading Assessment (DRA)* was given for the first time statewide. This testing schedule allowed educators across the state to measure students' reading abilities uniformly. For these reasons, this report starts with the 1998-99 school year as its first year and the 1999-2000 school year as its second year. Longitudinal data for the prior years are still accessible through the 1997-1998 *District Composite Reports* available on the LDE web site (www.louisianaschools.net).

School Categorization

School category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level. The indicators with category averages include class size, attendance, suspension and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons. The 1,173 Louisiana public schools have been placed into one of the four categories of *Elementary*, *Middle/Junior High*, *High*, and *Combination*. The specific definition for each school category is provided in Part 2 of this report.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have

access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this possibility for misunderstanding, the LDE has made every effort to ensure the reliability and validity of the data reported in the accountability reports. Prior to release and publication, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The accountability program has grown substantially over the past several years. The LDE has executed an elaborate process for data verification and analyses to ensure that quality is an intrinsic part of each accountability report.

Organization of this Report

As mentioned earlier, this report is intended to be used as a diagnostic and analysis tool. To facilitate analysis of the information contained, this report has been organized into five sections, each encompassing a series of related educational indicators.

- *Section 1. District Summary.* The summary tables in this section offer district-level information for all indicators including the school accountability results. In addition to quick-reference tables on various indicators, district socioeconomic, demographic, and financial data are also included to give a more complete picture of Louisiana school districts. School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Section 1, therefore, presents socioeconomic and financial indicators ranging from parish per capita income and unemployment rates to district revenue, expenditures, and average teacher salaries.
- *Section 2. School Characteristics and Accountability Information.* The context within which students are educated and the level of educational resources available to them impact learning and performance results. Section 2 provides a quick summary of each school's accountability results (i.e., school performance score, school performance category, and two year growth target). This section also focuses on key educational "inputs" and resources at the school level: i.e., the size of the student body and faculty, the

school's category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.

- *Section 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Section 3 presents three indicators that provide some measure of student participation: attendance, dropouts, and suspensions/expulsions.
- *Section 4. Student Achievement.* Section 4 reports three types of school-level outputs: student performance on (1) reading level evaluations for grades 2 and 3, which assess students' abilities to read and comprehend on grade level; (2) criterion-referenced tests (CRTs), which measure students' performance on state-prescribed curricula; and (3) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The reading level evaluation results are based on the *Developmental Reading Assessment (DRA)*, which is a uniform examination used statewide for the first time in the 1998-99 school year. The CRT results reported for grades 4 and 8 are based on Louisiana's new criterion-referenced testing program (LEAP for the 21st Century) implemented in the spring of 1999. The Graduation Exit Examination (GEE), designed for high school students, is administered in grades 10 and 11. The NRT results, which are also part of the Louisiana Educational Assessment Program (LEAP), reflect student performance utilizing two tests. The first test, the *Iowa Tests of Basic Skills (ITBS)*, is administered to students in grade 3, 5, 6, and 7; and the second, the *Iowa Tests of Educational Development (ITED)*, is administered to students in grade 9.
- *Section 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. This report presents two indicators of college readiness: (1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes; and (2) the percentage of high school graduates who take remedial or developmental courses as first-time college freshmen.

A brief narrative introduces each indicator presented in this report and is organized as follows:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;
- a description of how data are organized in the accompanying table(s);
- definitions of key terms, where applicable;
- formulas/equations used to calculate statistics, where applicable; and
- the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

References

- Carmines, E. G. and Zeller, R. A. (1979). Reliability and validity assessment. *Series: Quantitative Applications in the Social Sciences*, 7 (017), 11,15.
- Children First Act of 1988. La. RS.17:3911-3912, *Louisiana Revised Statutes*.
- Honig, B. (1994, June). How can Horace best be helped? *Phi Delta Kappan*. 75 (10), 790-796.
- Oakes, J. (1989). What educational indicators: The case for assessing the school context. *Educational Evaluation and Policy Analysis*. 11 (2), 181-199.
- Smith, M. (1988). Educational indicators. *Phi Delta Kappan*, 69 (7), 487-491.

Section 1. District Summary

District Summary Overview	1-1
District Indicator Summary Results.....	1-2
Parish Socioeconomic And Demographic Profile	1-12
District Financial Profile	1-14

District Summary Overview

This section presents district-level information on a variety of education indicators and is organized into three parts. The first part provides summary results for the four groups of data indicators presented in this report. The four groups for which district-level summary results have been generated are (1) School Characteristics and Accountability Information, (2) Student Participation, (3) Student Achievement, and (4) College Readiness.

The second part of this section presents an overview of the parish's socioeconomic and demographic makeup. The socioeconomic and demographic composition may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement.

The third part of this section offers a financial overview of the district. Financial information regarding educational revenues and expenditures will broaden the understanding of how public school districts function. This kind of information is worthy, as it serves to provide additional contextual background for the interpretation of educational indicators.

District Indicator Summary Results

This section presents the district-level results for the four groups of education indicators. The overall objective of this section is to provide the readers with a brief summary of the district's performance in the four areas as described below.

- 1) School Characteristics and Accountability Information:** A summary of the district's accountability results (i.e., school performance scores, school performance categories, and the two-year growth targets). Other key educational "inputs" and resources at the school level such as the size of the student body and faculty, the school's category (e.g., elementary schools, middle schools, etc.), class size, and the academic preparation of the faculty are presented in tables 1a through 1d.
- 2) Student Participation:** District-level summary results on three key student participation indicators including attendance, dropouts, and suspensions and expulsions in tables 2a through 2c.
- 3) Student Achievement:** District-level summary results on four types of output indicators. These indicators include (1) reading-level evaluation results for 2nd and 3rd graders, which assess students' abilities to read and comprehend on grade level; (2) criterion-referenced tests (CRT), which measure students' performance on state-prescribed curricula; (3) norm-referenced tests (NRT), which compare the performance of students in Louisiana with that of students nationally; and (4) the Graduation Exit Examination (GEE), which measures academic performance of high school students. These indicators can be found in tables 3a through 3d.

- 4) College Readiness:** District-level summary results on two key indicators of college readiness: (1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes; and (2) number and percent of high school graduates who enroll in developmental/remedial courses as first-time college freshmen.

District Indicator Summary Results

School Characteristics and Accountability Information

Table 1a: Schools in Caddo Parish						
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Total Number of Schools	74	74				
October 1 Membership	47,234	46,327				
Number of Faculty	3,395	3,440				

	Table 1b: Schools by Performance Category											
	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
School of Academic Excellence	1.8	1	N/A	N/A								
School of Academic Distinction	3.6	2	N/A	N/A								
School of Academic Achievement	14.3	8	N/A	N/A								
Academically Above the State Average	14.3	8	N/A	N/A								
Academically Below the State Average	66.1	37	N/A	N/A								
Academically Unacceptable School	0.0	0	N/A	N/A								
Number of Schools*	100.0	56	N/A	N/A								

* For 1998-99, schools with grades K-8 were included in the accountability system.

Table 1c: Faculty Degree Data												
	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Faculty with a Master's Degree or Higher	44.1	1,498	43.6	1,500								

~ = Unavailable Data

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

District Indicator Summary Results

School Characteristics and Accountability Information

Table 1d: Class Size Characteristics for Grades K-12													
		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Elementary Schools													
	Class Size Range 1 - 20	32.7	813	41.1	1,174								
	Class Size Range 21 - 26	48.9	1,217	41.6	1,189								
	Class Size Range 27 or more	18.4	457	17.3	493								
Middle/Jr. High Schools													
	Class Size Range 1 - 20	27.8	479	35.2	618								
	Class Size Range 21 - 26	35.3	609	33.8	594								
	Class Size Range 27 or more	36.9	636	30.9	543								
High Schools													
	Class Size Range 1 - 20	36.3	1,107	37.4	1,127								
	Class Size Range 21 - 26	23.3	709	25.7	773								
	Class Size Range 27 or more	40.4	1,231	36.9	1,111								
Combination Schools													
	Class Size Range 1 - 20	100.0	14	100.0	16								
All Schools													
	Class Size Range 1 - 20	33.2	2,413	38.4	2,935								
	Class Size Range 21 - 26	34.9	2,535	33.5	2,556								
	Class Size Range 27 or more	32.0	2,324	28.1	2,147								

~ = Unavailable Data

District Indicator Summary Results

Student Participation

Table 2a: Student Attendance						
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>
Elementary Schools	95.2	95.4				
Middle/Jr. High Schools	93.7	93.6				
High Schools	91.4	91.9				
Combination Schools	94.4	91.2				
All Schools	93.8	94.1				

Table 2b: Student Dropouts												
	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Grade 7	0.4	17	~	~								
Grade 8	0.4	17	~	~								
Grade 9	13.6	695	~	~								
Grade 10	10.2	400	~	~								
Grade 11	8.0	246	~	~								
Grade 12	12.1	348	~	~								
Grades 9 - 12	11.3	1,689	~	~								

~ = Unavailable Data

District Indicator Summary Results

Student Participation

Table 2c: Students Suspended and Expelled													
		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Elementary Schools													
	Suspended (In School)	10.3	2,628	12.0	3,161								
	Suspended (Out of School)	6.0	1,547	6.9	1,806								
	Expelled (In School)	0.1	27	0.1	24								
	Expelled (Out of School)	0.0	5	0.0	1								
Middle/Jr. High Schools													
	Suspended (In School)	23.2	2,027	24.3	2,065								
	Suspended (Out of School)	22.6	1,982	23.5	1,998								
	Expelled (In School)	0.3	25	0.4	32								
	Expelled (Out of School)	0.1	6	0.0	2								
High Schools													
	Suspended (In School)	20.3	2,996	23.0	3,363								
	Suspended (Out of School)	22.5	3,333	19.9	2,900								
	Expelled (In School)	0.4	54	0.4	55								
	Expelled (Out of School)	0.2	27	0.1	16								
Combination Schools													
	Suspended (In School)	~	~	40.0	22								
All Schools													
	Suspended (In School)	15.7	7,628	17.6	8,589								
	Suspended (Out of School)	13.8	6,725	13.4	6,544								
	Expelled (In School)	0.2	106	0.2	111								
	Expelled (Out of School)	0.1	38	0.0	19								

~ = Unavailable Data

District Indicator Summary Results

Student Achievement

Table 3a: Developmental Reading Assessment Spring Results											
1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Grade 02											
Students Assessed	3,290		3,259								
Students Reading Below Their Grade Level	23.3	766	18.8	613							
Students Reading On Their Grade Level	35.7	1,174	32.2	1,049							
Students Reading Above Their Grade Level	41.0	1,350	49.0	1,597							
Grade 03											
Students Assessed	3,217		3,372								
Students Reading Below Their Grade Level	35.8	1,151	24.7	832							
Students Reading On Their Grade Level	21.4	689	31.4	1,060							
Students Reading Above Their Grade Level	42.8	1,377	43.9	1,480							

Table 3b: LEAP 21 Test Results											
1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Grade 4 English Language Arts											
Advanced	1.5	49	2.4	82							
Proficient	15.6	518	15.2	511							
Basic	36.9	1,223	36.3	1,224							
Approaching Basic	22.7	752	24.7	833							
Unsatisfactory	23.3	774	21.4	720							
Grade 4 Mathematics											
Advanced	2.6	85	2.2	75							
Proficient	8.3	275	10.4	351							
Basic	31.2	1,033	34.1	1,149							
Approaching Basic	21.4	710	22.7	765							
Unsatisfactory	36.5	1,211	30.6	1,030							

~ = Unavailable Data

District Indicator Summary Results

Student Achievement

Table 3b: LEAP 21 Test Results

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Grade 4 Science													
	Advanced	N/A	N/A	1.8	62								
	Proficient	N/A	N/A	12.6	425								
	Basic	N/A	N/A	35.4	1,194								
	Approaching Basic	N/A	N/A	31.7	1,069								
	Unsatisfactory	N/A	N/A	18.4	619								
Grade 4 Social Studies													
	Advanced	N/A	N/A	1.6	55								
	Proficient	N/A	N/A	10.6	358								
	Basic	N/A	N/A	40.3	1,358								
	Approaching Basic	N/A	N/A	23.3	785								
	Unsatisfactory	N/A	N/A	24.1	813								
Grade 8 English Language Arts													
	Advanced	1.4	47	1.2	42								
	Proficient	12.6	429	12.3	415								
	Basic	27.5	937	33.7	1,139								
	Approaching Basic	34.0	1,158	34.4	1,161								
	Unsatisfactory	24.4	832	18.3	618								
Grade 8 Mathematics													
	Advanced	1.5	51	2.8	93								
	Proficient	4.3	148	4.7	160								
	Basic	27.9	951	30.7	1,035								
	Approaching Basic	18.6	632	19.9	671								
	Unsatisfactory	47.7	1,625	41.9	1,414								
Grade 8 Science													
	Advanced	N/A	N/A	0.7	23								
	Proficient	N/A	N/A	12.9	435								
	Basic	N/A	N/A	24.9	840								
	Approaching Basic	N/A	N/A	26.1	882								
	Unsatisfactory	N/A	N/A	35.4	1,193								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to 4th and 8th graders in Spring 2000.

District Indicator Summary Results

Student Achievement

Table 3b: LEAP 21 Test Results

Grade 8 Social Studies

1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Advanced	N/A	N/A	1.0	33							
Proficient	N/A	N/A	11.3	381							
Basic	N/A	N/A	31.8	1,071							
Approaching Basic	N/A	N/A	24.3	818							
Unsatisfactory	N/A	N/A	31.7	1,070							

Table 3c: Graduation Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
English Language Arts	83	2,357	80	2,836							
Mathematics	65	1,868	73	2,842							
Written Composition	90	2,508	93	2,753							
Science	73	1,880	80	2,488							
Social Studies	84	2,172	85	2,489							

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to 4th and 8th graders in Spring 2000.

District Indicator Summary Results

Student Achievement

Table 3d: The Iowa Test Results
Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Grade 03							
	Fourth Quartile	17.9	21.6				
	Third Quartile	22.5	22.4				
	Second Quartile	28.2	31.9				
	First Quartile	31.4	24.0				
Grade 05	Percentile Rank	45	49				
	Fourth Quartile	17.9	21.6				
	Third Quartile	21.9	25.0				
	Second Quartile	29.1	30.5				
Grade 06	First Quartile	31.2	22.8				
	Percentile Rank	45	50				
	Fourth Quartile	14.9	17.8				
	Third Quartile	20.3	22.4				
Grade 07	Second Quartile	28.0	29.7				
	First Quartile	36.8	30.1				
	Percentile Rank	40	45				
	Fourth Quartile	16.2	17.7				
Grade 09	Third Quartile	20.8	24.5				
	Second Quartile	27.7	26.4				
	First Quartile	35.3	31.4				
	Percentile Rank	42	45				
Grade 09	Fourth Quartile	18.4	18.7				
	Third Quartile	22.0	24.4				
	Second Quartile	27.6	28.5				
	First Quartile	32.0	28.4				
	Percentile Rank	43	46				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

District Indicator Summary Results

College Readiness

Table 4a: American College Test (ACT) Results						
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
ACT Average Composite Score	19.7	19.9				

Table 4b: First-Time College Freshmen Performance											
1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	2,342		2,209								
45.7	1,070	47.8	1,056								
41.9	448	40.7	430								

¹ Represents graduates from the previous school year

~ = Unavailable Data

Parish Socioeconomic And Demographic Profile

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish's socioeconomic and demographic indicator presented.

Definitions

- *Education Attainment* is divided into three levels:
 1. Less than high school degree: persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
 2. High school degree: persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
 3. Bachelor's degree or higher: persons who have received a college, university, or professional degree.

These data are supplied by the 1990 Bureau of the Census.

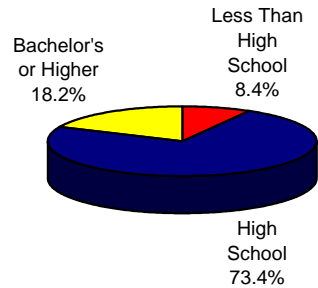
- *Per capita income* is the average income computed for every man, woman, and child in a particular group. The Census Bureau derived per capita income by dividing the total income of a particular group by the total population in that group (excluding patients or inmates in institutional quarters). These data are supplied by the Northeast Louisiana University, Center for Business and Economic Research.

- *Population by Race* is divided into three major groups: white, black, and "other." The "other" category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are, therefore, included in the categories of white, black, and "other."
- *Teen Pregnancy Rate* is the total number of teenage girls under the age of 19 divided by the total number of pregnant women. These data are supplied by the Louisiana Department of Health and Hospitals.
- *Single Parent Household Rate* is the number of single parent households divided by the total number of households. These data are supplied by the 1990 Bureau of the Census.
- *Unemployment rate* is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This information is considered the official unemployment rate and is typically cited in comparisons. These data are supplied by the Department of Labor.
- *Poverty Threshold* is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.

Caddo Parish Socioeconomic and Demographic Overview

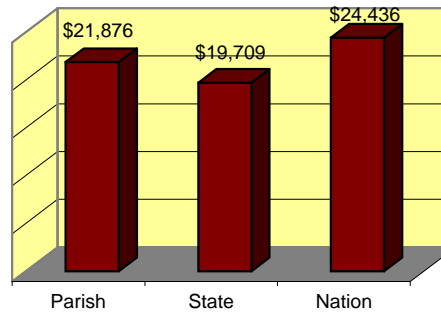
As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district. In preparing this section, every effort was made to obtain the most recent data available for each indicator.

Parish-level Education Attainment



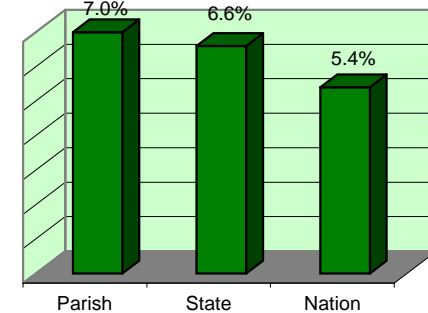
Source: US Bureau of Census, 1990.

Per Capita Income



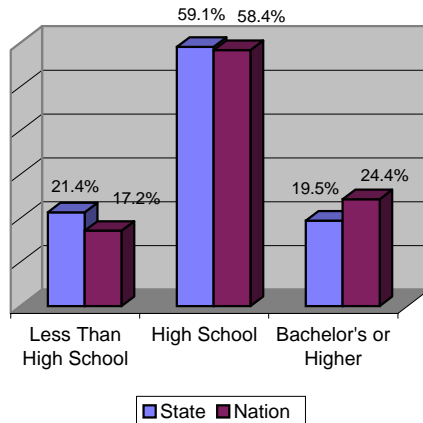
Sources: University of Louisiana at Monroe, Center for Business and Economic Research, 1996.

Unemployment Rate



Sources: Bureau of Labor and Statistics, U.S. Dept of Labor, 1996.

Educational Attainment at State and National Levels



Source: US Census Current Population Report, March 1998.

Population by Race

	White	Black	Other
Parish	59.0%	40.1%	0.9%
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

Source: US Bureau of Census, 1990.

Teen Pregnancy

	Parish	State	Nation
Teen Pregnancy Rate	18.0%	18.9%	12.9%

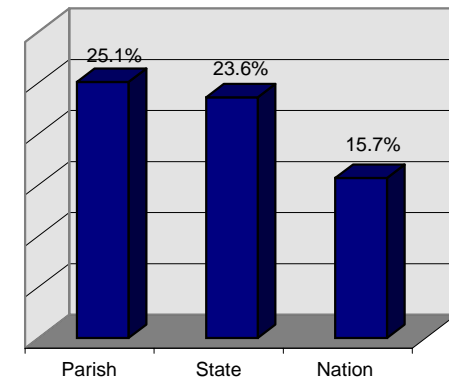
Source: Louisiana Department of Health and Hospitals, 1996.

Single Parenthood

	Parish	State	Nation
Single Parent Households	21.4%	19.1%	14.8%

Source: US Bureau of Census, 1990.

Persons Living Below Poverty Level



Source: University of Louisiana at Monroe, Center for Business and Economic Research, 1993.

District Financial Profile

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- **Revenues:** Governmental funds appropriated for public education. Revenues are received from four main sources:
 1. Local: monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
 2. State: monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
 3. Federal: monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
 4. District revenues per pupil: total revenues divided by the adjusted October 1 funded student membership.
- **Expenditures:** Charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*

1. Instructional expenditures: monies spent for classroom instruction, pupil support, and instructional staff support.
2. Non-instructional expenditures: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. Facility acquisition and construction services: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. District expenditures per pupil*: current expenditures minus debt service divided by the adjusted October 1 funded membership (See footnote for further explanation.)

An additional item frequently of interest to the public is *average salary of full-time teachers*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report because of audits. The financial information in this section is based on the December 1, 1999, figures provided by the Office of Management and Finance, LDE.

*Operation Definitions supporting "District Expenditures Per Pupil"

Current Expenditures = Total expenditures minus equipment, facilities acquisitions and construction services costs, and debt service costs.

Debt Services = Servicing the debt of the LEA, including payments of both principal and interest.

Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

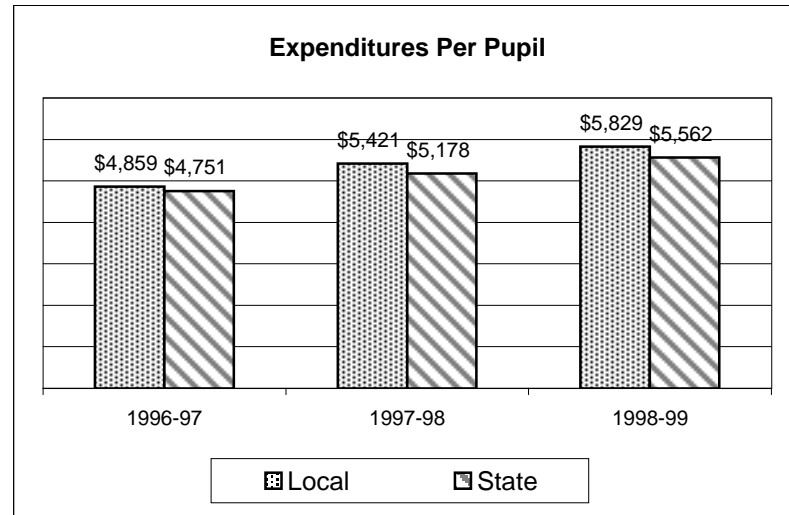
Caddo Parish Financial Profile

District Revenue by Source									
Revenue Source	1996-97			1997-98			1998-99		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$89,405,545	36.2%	37.4%	\$115,078,437	40.3%	37.6%	\$119,199,186	39.9%	37.4%
State	\$129,290,230	52.3%	50.8%	\$140,663,232	49.2%	51.0%	\$149,969,626	50.2%	50.9%
Federal	\$28,569,759	11.6%	11.8%	\$29,963,685	10.5%	11.4%	\$29,715,283	9.9%	11.6%
Total	\$247,265,534	100.0%	100.0%	\$285,705,354	100.0%	100.0%	\$298,884,095	100.0%	100.0%

Adjusted October 1 Student Membership		
1996-97	1997-98	1998-99
48,214	47,475	46,293

Revenues Per Pupil			
	1996-97	1997-98	1998-99
Local Average	\$5,129	\$6,018	\$6,456
State Average	\$5,296	\$5,818	\$6,171

Teacher Salaries		
Year	Local Average Salary	State Average Salary
1996-97	\$29,309	\$29,025
1997-98	\$33,583	\$31,131
1998-99	\$35,022	\$32,384



Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditures per pupil are based on adjusted October 1 funded student membership.

Section 2. School Characteristics And Accountability Information

School Characteristics and Accountability Information Overview	2-1
School Characteristics and Accountability Information	2-2
Faculty with a Master's Degree or Higher	2-31
Class Size Characteristics	2-35

School Characteristics and Accountability Information Overview

This section focuses on school accountability results as well as on key educational “input” indicators and resources available at the school level. The first part of this section presents specific accountability information such as the school performance score for each year, the school performance category for the current accountability cycle, the two-year growth target, and the pairing and sharing status of the school. Additional information identifying the school type, school grade structure, membership figures, and the number of faculty are also included.

The second part of this section illustrates the academic preparation of the faculty within each school. As detailed in later pages, this information, derived from educational attainment levels of faculty, is presented as a count of faculty members who possess a master’s degree or higher.

The third part of this section presents information on the school class sizes. This information is organized into three class size ranges with number and percent of classes in each range provided.

To help the reader comprehend the accountability results more effectively, a thorough discussion of Louisiana’s accountability model is presented within the “School Characteristics and Accountability Information” section of this report.

References

- Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.
- Louisiana Department of Education, *Louisiana Handbook for School Administrators (Bulletin 741)*, Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).

School Characteristics and Accountability Information

School Definition

To interpret school-level data correctly in its proper context, one must have a clear understanding of the definition of a school. For purposes of this report, the following definition applies.

School – an institution that provides preschool, elementary, and/or secondary instruction; has one or more grade groupings or is ungraded; has one or more teachers to give instruction or care; is located in one or more buildings; and has an assigned administrator(s). (LDE and the National Center for Educational Statistics, NCES)

School Categorization

As mentioned in the Introduction Section, in order to facilitate an equitable comparison of school performance results, this report categorizes the Louisiana public schools into the following four types based on their grade level composition:

- *Elementary*—any school whose grade structure falls within the PK-8 range that excludes grades in the 9-12 range, and which does not fit the definition for middle/junior high.
- *Middle/junior high*—any school whose grade structure falls within the 4-9 range, which includes grades 7 or 8, and which excludes grades in the PK-3 and 10-12 ranges.
- *High*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- *Combination*—any school whose grade structure falls within the PK-12 range and that is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12. Nongraded schools (schools with no grade structure) are also considered combination schools.

The number of schools included in the State's and districts' averages has increased this year beyond what is typically due to the opening of new

schools and restructuring of others. This increase is part of an ongoing effort by the LDE to include all eligible schools in the accountability model. Specifically, the number of schools at the district and state levels has increased as several alternative schools have been added to the school selection process. Several university laboratory and charter schools have also been added to the state calculations.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 for 1998-99, its longitudinal data for 1998-99 would appear in the high school category. But if Central High School underwent a change in grade structure and had grades K-12 for 1999-00, its longitudinal data for 1999-00 would appear in the combination school category. The high school section would refer to the combination school section for data from 1999-00, and the combination school section would refer to the high school section for data from 1998-99.

School Accountability System

The School Accountability system was implemented in the fall of 1999, with an initial focus on schools containing grade levels kindergarten through eighth (K-8). Schools containing grades 9-12, or what is better known as the high school grades, will be captured by the new high school accountability model, which is expected to be implemented in the fall of 2001. Under the accountability system, each school's effectiveness and progress are measured based on results from statewide testing programs (LEAP 21 and The Iowa Tests), school attendance, and the dropout data. The accountability system is based on a two-year accountability cycle; this year's data reflect an interim year.

School Performance Scores (SPS) were calculated for 1,173 schools using the 1999-2000 test data with the 1998-1999 attendance and dropout data. The SPS for each school is a weighted composite index, using 60% weight for the LEAP 21 tests, 30% weight for The Iowa Tests, and a total of 10% for the attendance and dropout results. A school must have both types of test data (at least one grade of LEAP 21 and one grade of The Iowa Tests) to receive an SPS.

A school that does not meet this requirement must be either “paired” or “shared” with another school in the district. Once the identification of the “pairing or sharing” arrangements has been made, this decision is binding for 10 years. If a school lacks grade level test results from either the CRT or NRT test, but not both, it must “share” with another school that has at least one grade level of that particular test. In this case, the shared test results (one grade only) from the second school will be used in formulating the SPS for the first school. Each school will have a unique and separate SPS. When a school has no test data at all or has an insufficient number of students taking the tests, it will then be “paired” with another school. *Pairing* will mean that in formulating the SPS, all test results, attendance, and dropouts of the paired schools are combined together. The schools will essentially receive the same SPS.

The SPS is calculated yearly. The maximum upper range for the SPS is between 236.4 and 266.7, depending on each school’s grade levels that take The Iowa Tests. An SPS of 100 indicates that a school has reached the State’s 10-year goal, while a score of 150 indicates achievement of the State’s 20-year goal. Once the SPS for each accountability school was calculated, a two-year Growth Target was set, defining the minimum expected growth that a school must achieve in order to be on track for meeting the State’s 10-year goal in 2008-2009 school year. There are five accountability cycles between now and the year 2009. We are currently in Accountability Cycle One with the schools expected to meet their first two-year growth target in 2001.

Based on the 1998-1999 SPS, each school was assigned a performance category. Since 1999-00 represents an interim year for accountability cycle one, new school performance categories will not be assigned until next year. Therefore, the 1998-1999 baseline performance categories and SPS ranges presented below are still valid.

1998-1999 School Performance Category Assignment

School Performance Category	SPS Range
School of Academic Excellence	150.0 or Above
School of Academic Distinction	125.0 – 149.9
School of Academic Achievement	100.0 – 124.9
Academically Above the State Average	69.4 – 99.9
Academically Below the State Average	30.1 – 69.3
Academically Unacceptable School	30 or Below

Definitions

A description of each data element to be used in the following section is provided below:

- *Grade structure* refers to the various educational grade levels that a school contains and for which instruction is provided (i.e. K-8, or Kindergarten grade through Grade 8).
- *October 1 Membership* is the total number of students enrolled in a school on October 1 of the current school year.
- *Number of Faculty* is the total number of school-based instructional personnel employed at a school.
- *School Type* is the classification of schools into one of the following four categories of schools. The categories are elementary, middle/junior high, high, or combination schools.
- *School Performance Score (SPS)* is the primary measure of a school’s overall performance. (See the introduction section for more detail.)

-
- *School Performance Category* is the category that describes a school's level of performance based on its SPS. (See the introduction section for more detail.)
 - *Two-year SPS Goal* is the school performance score a school must make every two years to reach the State's 10 year and 20 year goals.
 - *Baseline* is the level of school performance against which progress is measured; the baseline determines the school's growth target.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009002	Arthur Circle Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	382	411				
	Number of Faculty	30	34				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	106.2	106				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	111.2	N/A				
009003	Atkins Elementary School	No	No				
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	726	702				
	Number of Faculty	50	53				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	36.6	40.5				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	48.4	N/A				
009004	Barret Elementary School	Yes	No				
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	205	189				
	Number of Faculty	27	25				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	39.2	53				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	50.3	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009005	Bethune Middle School						
	Grade Structure	6-8	6-8				
	October 1 Membership	299	311				
	Number of Faculty	28	30				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	32.4	40.6				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	45.0	N/A				
009006	Blanchard Elementary School	No	No				
	Grade Structure	K-5	K-5				
	October 1 Membership	428	419				
	Number of Faculty	30	30				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	76.9	87.2				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	81.9	N/A				
009007	Broadmoor Middle Laboratory School	No	No				
	Grade Structure	6-8	6-8				
	October 1 Membership	1,024	975				
	Number of Faculty	61	58				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	62.8	70.5				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	69.9	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009008	C.E. Byrd High School						
	Grade Structure	9-12	9-12				
	October 1 Membership	1,957	1,956				
	Number of Faculty	110	111				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				
009009	Caddo Career Center						
	Grade Structure	9-12	9-10				
	October 1 Membership	~	0				
	Number of Faculty	40	41				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				
009010	Caddo School for Exceptional Children						
	Grade Structure	K-7,9	1-9				
	October 1 Membership	42	45				
	Number of Faculty	17	20				
	School Type	Combination	Combination				
	School Performance Score (SPS)	~	38				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009011	Caddo Heights Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	712	679				
	Number of Faculty	51	50				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	36.1	34.8				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	48.0	N/A				
	Paired and/or Shared Status	No	No				
009012	Caddo Parish Magnet High School						
	Grade Structure	9-12	9-12				
	October 1 Membership	1,166	1,147				
	Number of Faculty	78	77				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				
009013	Captain Shreve High School						
	Grade Structure	9-12	9-12				
	October 1 Membership	1,339	1,366				
	Number of Faculty	78	78				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009014	Central Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	264	254				
	Number of Faculty	19	21				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	41.6	34.2				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	53.3	N/A				
009015	Cherokee Park Elementary School	No	No				
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	402	392				
	Number of Faculty	28	28				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	44.4	48.7				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	54.8	N/A				
009016	Claiborne Fundamental Elementary School	No	No				
	Grade Structure	K-5	K-5				
	October 1 Membership	366	381				
	Number of Faculty	27	28				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	101.9	105.1				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	106.9	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009017	J. S. Clark Middle School						
	Grade Structure	6-8	6-8				
	October 1 Membership	723	747				
	Number of Faculty	51	53				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	33.0	38.7				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	45.3	N/A				
	Paired and/or Shared Status	No	No				
009018	Creswell Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	499	548				
	Number of Faculty	38	44				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	51.4	52				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	60.3	N/A				
	Paired and/or Shared Status	No	No				
009019	Eden Gardens Fundamental Elementary School						
	Grade Structure	K-5	K-5				
	October 1 Membership	468	459				
	Number of Faculty	31	30				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	136.6	146.3				
	School Performance Category *	2	N/A				
	Two Year SPS Goal	141.6	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009020	Caddo Parish Middle Magnet School						
	Grade Structure	6-8	6-8				
	October 1 Membership	1,179	1,100				
	Number of Faculty	67	66				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	136.6	144				
	School Performance Category *	2	N/A				
	Two Year SPS Goal	141.6	N/A				
	Paired and/or Shared Status	No	No				
009021	Eighty-first Street ECE Center						
	Grade Structure	PK,K	PK,K				
	October 1 Membership	230	210				
	Number of Faculty	46	46				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				
009022	Fair Park High School						
	Grade Structure	9-12	9-12				
	October 1 Membership	1,067	904				
	Number of Faculty	77	83				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009023	Fairfield Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	272	240				
	Number of Faculty	25	27				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	30.2	47.2				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	43.6	N/A				
	Paired and/or Shared Status	No	No				
009024	Forest Hill Elementary School						
	Grade Structure	K-5	K-5				
	October 1 Membership	765	706				
	Number of Faculty	50	51				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	94.6	108				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	99.6	N/A				
	Paired and/or Shared Status	No	No				
009025	Green Oaks High School						
	Grade Structure	9-12	9-12				
	October 1 Membership	644	645				
	Number of Faculty	47	49				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009027	Herndon Magnet School						
	Grade Structure	K-8	K-8				
	October 1 Membership	1,067	959				
	Number of Faculty	66	61				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	107.8	114.5				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	112.8	N/A				
009028	Hillsdale Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	539	578				
	Number of Faculty	35	40				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	56.9	61.3				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	65.1	N/A				
009029	Hollywood Middle School						
	Grade Structure	6-8	6-8				
	October 1 Membership	540	510				
	Number of Faculty	42	40				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	38.5	47.1				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	49.5	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009030	Hosston Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	144	149				
	Number of Faculty	18	17				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	54.8	55.6				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	62.4	N/A				
	Paired and/or Shared Status	No	Yes				
009031	Huntington High School						
	Grade Structure	9-12	9-12				
	October 1 Membership	1,532	1,593				
	Number of Faculty	95	93				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				
009032	Ingersoll Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	353	331				
	Number of Faculty	33	30				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	39.1	38.4				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	50.2	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009033	Judson Fundamental Elementary School						
	Grade Structure	K-5	K-5				
	October 1 Membership	531	491				
	Number of Faculty	34	34				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	112.8	117.9				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	117.8	N/A				
009034	Lakeshore Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	556	583				
	Number of Faculty	37	39				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	51.9	54.2				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	60.9	N/A				
009035	Laurel Street ECE Center						
	Grade Structure	PK,K	PK,K				
	October 1 Membership	117	118				
	Number of Faculty	8	8				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009036	Linear Middle School						
	Grade Structure	6-8	6-8				
	October 1 Membership	569	526				
	Number of Faculty	40	43				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	34.7	46.8				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	46.7	N/A				
009037	Linwood Middle School						
	Grade Structure	6-8	6-8				
	October 1 Membership	741	673				
	Number of Faculty	49	52				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	35.4	44.5				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	47.6	N/A				
009038	Midway Middle School						
	Grade Structure	6-8	6-8				
	October 1 Membership	677	641				
	Number of Faculty	43	42				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	32.0	38.3				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	44.5	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009039	Mooretown ECE Center						
	Grade Structure	PK,K	PK,K				
	October 1 Membership	182	133				
	Number of Faculty	14	15				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
009040	Mooringsport Elementary School	No	No				
	Grade Structure	K-5	PK,K-5				
	October 1 Membership	232	244				
	Number of Faculty	20	22				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	58.2	71.1				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	65.9	N/A				
009042	North Caddo High School	No	No				
	Grade Structure	9-12	9-12				
	October 1 Membership	534	506				
	Number of Faculty	44	40				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009043	North Highlands Elementary School						
	Grade Structure	K-5	K-5				
	October 1 Membership	532	519				
	Number of Faculty	47	47				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	79.4	78				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	84.4	N/A				
009044	Northside Elementary School	No	No				
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	337	356				
	Number of Faculty	34	34				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	46.0	52.5				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	55.9	N/A				
009045	Northwood High School	No	No				
	Grade Structure	9-12	9-12				
	October 1 Membership	990	988				
	Number of Faculty	60	59				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009046	Oak Park Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	563	575				
	Number of Faculty	35	39				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	32.2	40				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	44.9	N/A				
	Paired and/or Shared Status	No	No				
009048	Oil City Elementary/Middle School						
	Grade Structure	K-8	K-8				
	October 1 Membership	231	222				
	Number of Faculty	23	26				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	40.4	57.7				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	50.2	N/A				
	Paired and/or Shared Status	No	No				
009049	George P. Hendrix Elementary School						
	Grade Structure	K-5	PK,K-5				
	October 1 Membership	142	173				
	Number of Faculty	16	15				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	49.2	28.1				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	58.8	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009050	Pine Grove Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	438	421				
	Number of Faculty	33	30				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	59.9	87.3				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	67.4	N/A				
	Paired and/or Shared Status	No	No				
009051	Queensborough Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	444	434				
	Number of Faculty	33	34				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	34.7	41				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	46.8	N/A				
	Paired and/or Shared Status	No	No				
009052	Ridgewood Middle School						
	Grade Structure	6-8	6-8				
	October 1 Membership	751	829				
	Number of Faculty	53	52				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	61.0	67.3				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	68.2	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009053	Riverside Elementary School						
	Grade Structure	K-5	K-5				
	October 1 Membership	393	417				
	Number of Faculty	46	40				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	101.1	103.3				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	106.1	N/A				
	Paired and/or Shared Status	No	No				
009054	Oak Terrace/J.B. Harville Alternative School						
	Grade Structure	6-12	6-12				
	October 1 Membership	200	205				
	Number of Faculty	56	59				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				
009055	Shreve Island Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	629	647				
	Number of Faculty	44	48				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	105.2	98.8				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	110.2	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009056	Newton Smith Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	314	279				
	Number of Faculty	30	31				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	41.7	58.7				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	51.8	N/A				
	Paired and/or Shared Status	No	No				
009057	South Highlands Elementary Magnet School						
	Grade Structure	K-5	K-5				
	October 1 Membership	487	463				
	Number of Faculty	38	37				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	155.7	161.5				
	School Performance Category *	1	N/A				
	Two Year SPS Goal	155.7	N/A				
	Paired and/or Shared Status	No	No				
009058	Southern Hills Elementary School						
	Grade Structure	K-5	PK,K-5				
	October 1 Membership	689	715				
	Number of Faculty	49	54				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	71.8	76.5				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	77.2	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009059	Southwood High School						
	Grade Structure	9-12	9-12				
	October 1 Membership	1,968	1,897				
	Number of Faculty	105	109				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				
009060	A. C. Steere Elementary School						
	Grade Structure	K-5	K-5				
	October 1 Membership	461	457				
	Number of Faculty	29	32				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	113.2	117.2				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	118.2	N/A				
	Paired and/or Shared Status	No	No				
009061	E.B. Williams Stoner Hill Elem Lab School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	527	478				
	Number of Faculty	39	38				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	65.2	65.6				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	71.9	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009062	Summer Grove Elementary School						
	Grade Structure	K-5	K-5				
	October 1 Membership	647	629				
	Number of Faculty	46	49				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	67.0	75.4				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	73.4	N/A				
	Paired and/or Shared Status	No	No				
009063	Summerfield Elementary School						
	Grade Structure	K-5	K-5				
	October 1 Membership	566	550				
	Number of Faculty	39	36				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	90.1	98				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	95.1	N/A				
	Paired and/or Shared Status	No	No				
009064	Sunset Acres Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	631	598				
	Number of Faculty	54	59				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	56.4	63				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	64.6	N/A				
	Paired and/or Shared Status	Yes	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009065	Jack P. Timmons Elementary School						
	Grade Structure	K-5	K-5				
	October 1 Membership	212	234				
	Number of Faculty	20	21				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	76.9	73.9				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	81.9	N/A				
	Paired and/or Shared Status	No	No				
009066	University Elementary School						
	Grade Structure	K-5	K-5				
	October 1 Membership	841	871				
	Number of Faculty	58	59				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	105.7	108.4				
	School Performance Category *	3	N/A				
	Two Year SPS Goal	110.7	N/A				
	Paired and/or Shared Status	No	No				
009067	Vivian Elementary/Middle School						
	Grade Structure	PK,K-8	PK,K-8				
	October 1 Membership	729	734				
	Number of Faculty	56	52				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	59.0	65.9				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	66.5	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009068	Walnut Hill Elementary/Middle School						
	Grade Structure	K-8	K-8				
	October 1 Membership	1,576	1,564				
	Number of Faculty	93	95				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	83.9	93				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	88.9	N/A				
	Paired and/or Shared Status	No	No				
009069	Booker T. Washington High School						
	Grade Structure	9-12	9-12				
	October 1 Membership	738	689				
	Number of Faculty	52	52				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				
009070	Werner Park Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	831	853				
	Number of Faculty	53	53				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	33.1	34.7				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	45.6	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009071	West Shreveport Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	474	459				
	Number of Faculty	37	37				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	52.0	58.7				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	60.8	N/A				
	Paired and/or Shared Status	No	No				
009072	Westwood Elementary School						
	Grade Structure	PK,K-5	PK,K-5				
	October 1 Membership	553	554				
	Number of Faculty	47	46				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	47.5	50.9				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	57.3	N/A				
	Paired and/or Shared Status	No	No				
009073	Woodlawn High School						
	Grade Structure	9-12	9-12				
	October 1 Membership	935	883				
	Number of Faculty	74	70				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009074	Youree Drive Middle School						
	Grade Structure	6-8	6-8				
	October 1 Membership	1,024	995				
	Number of Faculty	65	65				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	92.3	102.8				
	School Performance Category *	4	N/A				
	Two Year SPS Goal	97.3	N/A				
	Paired and/or Shared Status	No	No				
009075	Turner Elementary/Middle School						
	Grade Structure	K-8	K-8				
	October 1 Membership	1,459	1,415				
	Number of Faculty	90	93				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	54.8	62.8				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	63.4	N/A				
	Paired and/or Shared Status	No	No				
009076	Hamilton Terrace Learning Center						
	Grade Structure	9-12	9-12				
	October 1 Membership	610	617				
	Number of Faculty	42	42				
	School Type	High	High				
	School Performance Score (SPS)	~	~				
	School Performance Category *	~	N/A				
	Two Year SPS Goal	~	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009078	Donnie Bickham Middle School						
	Grade Structure	6-8	6-8				
	October 1 Membership	691	673				
	Number of Faculty	42	44				
	School Type	Middle/Jr. High	Middle/Jr. High				
	School Performance Score (SPS)	60.7	65.7				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	68.0	N/A				
	Paired and/or Shared Status	No	No				
009079	Keithville Elementary/Middle School						
	Grade Structure	K-8	K-8				
	October 1 Membership	1,148	1,113				
	Number of Faculty	73	74				
	School Type	Elementary	Elementary				
	School Performance Score (SPS)	67.9	73.2				
	School Performance Category *	5	N/A				
	Two Year SPS Goal	74.0	N/A				
	Paired and/or Shared Status	No	No				

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded

* Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement

4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School

N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Table 5
School Characteristics and Accountability Information of Caddo Parish

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
District													
	Total Number of Schools	74		74									
	October 1 Membership	47,234		46,327									
	Number of Faculty	3,395		3,440									
Schools by Performance Category		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
School of Academic Excellence		1.8	1	N/A	N/A								
School of Academic Distinction		3.6	2	N/A	N/A								
School of Academic Achievement		14.3	8	N/A	N/A								
Academically Above the State Average		14.3	8	N/A	N/A								
Academically Below the State Average		66.1	37	N/A	N/A								
Academically Unacceptable School		0.0	0	N/A	N/A								
Number of Schools [†]		100.0	56	N/A	N/A								
State													
	Total Number of Schools	1,507		1,533									
	October 1 Membership	766,274		755,207									
	Number of Faculty	53,933		55,432									
Schools by Performance Category		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
School of Academic Excellence		0.1	1	N/A	N/A								
School of Academic Distinction		1.3	15	N/A	N/A								
School of Academic Achievement		7.9	94	N/A	N/A								
Academically Above the State Average		44.0	524	N/A	N/A								
Academically Below the State Average		42.0	500	N/A	N/A								
Academically Unacceptable School		4.8	57	N/A	N/A								
Number of Schools [†]		100.0	1,191	N/A	N/A								

[†] For 1998-99, schools with grades K-8 were included in the accountability system.

~ = Unavailable Data PK = Pre-kindergarten NG = Nongraded
 * Performance Categories 1 = School of Academic Excellence 2 = School of Academic Distinction 3 = School of Academic Achievement
 4 = Academically Above the State Average 5 = Academically Below the State Average 6 = Academically Unacceptable School
 N/A = Not Applicable: Performance Category and Growth Targets are assigned once every two years.

Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Data Presentation

Table 6, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in each district. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional/administrative staff.

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel—district-reported data submitted to the Louisiana Department of Education via the *Profile of Educational Personnel* (PEP).

Faculty degree status—district-reported data submitted to the Louisiana Department of Education via the *Profile of Educational Personnel* (PEP).

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\begin{array}{l} \text{Percent of Faculty} \\ \text{with a Master's Degree} \\ \text{or Higher} \end{array} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

Table 6
Faculty with a Master's Degree or Higher

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009002	Arthur Circle Elementary School	46.7	14	47.1	16								
009003	Atkins Elementary School	28.0	14	30.2	16								
009004	Barret Elementary School	29.6	8	20.0	5								
009005	Bethune Middle School	46.4	13	46.7	14								
009006	Blanchard Elementary School	53.3	16	50.0	15								
009007	Broadmoor Middle Laboratory School	47.5	29	48.3	28								
009008	C.E. Byrd High School	46.4	51	55.0	61								
009009	Caddo Career Center	37.5	15	41.5	17								
009010	Caddo School for Exceptional Children	35.3	6	40.0	8								
009011	Caddo Heights Elementary School	37.3	19	36.0	18								
009012	Caddo Parish Magnet High School	59.0	46	53.2	41								
009013	Captain Shreve High School	44.9	35	44.9	35								
009014	Central Elementary School	57.9	11	42.9	9								
009015	Cherokee Park Elementary School	57.1	16	53.6	15								
009016	Claiborne Fundamental Elementary School	48.1	13	46.4	13								
009017	J. S. Clark Middle School	45.1	23	47.2	25								
009018	Creswell Elementary School	28.9	11	34.1	15								
009019	Eden Gardens Fundamental Elementary School	41.9	13	30.0	9								
009020	Caddo Parish Middle Magnet School	65.7	44	69.7	46								
009021	Eighty-first Street ECE Center	56.5	26	56.5	26								
009022	Fair Park High School	41.6	32	34.9	29								
009023	Fairfield Elementary School	32.0	8	33.3	9								
009024	Forest Hill Elementary School	38.0	19	37.3	19								
009025	Green Oaks High School	38.3	18	40.8	20								
009027	Herndon Magnet School	39.4	26	41.0	25								
009028	Hillsdale Elementary School	42.9	15	40.0	16								
009029	Hollywood Middle School	42.9	18	37.5	15								
009030	Hosston Elementary School	27.8	5	35.3	6								
009031	Huntington High School	37.9	36	38.7	36								
009032	Ingersoll Elementary School	42.4	14	46.7	14								
009033	Judson Fundamental Elementary School	44.1	15	44.1	15								
009034	Lakeshore Elementary School	48.6	18	51.3	20								
009035	Laurel Street ECE Center	50.0	4	62.5	5								
009036	Linear Middle School	55.0	22	58.1	25								
009037	Linwood Middle School	28.6	14	30.8	16								
009038	Midway Middle School	30.2	13	28.6	12								

~ = Unavailable Data

Table 6
Faculty with a Master's Degree or Higher

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009039	Mooretown ECE Center	57.1	8	53.3	8								
009040	Mooringsport Elementary School	35.0	7	31.8	7								
009042	North Caddo High School	29.5	13	22.5	9								
009043	North Highlands Elementary School	42.6	20	40.4	19								
009044	Northside Elementary School	50.0	17	50.0	17								
009045	Northwood High School	43.3	26	40.7	24								
009046	Oak Park Elementary School	37.1	13	38.5	15								
009048	Oil City Elementary/Middle School	39.1	9	46.2	12								
009049	George P. Hendrix Elementary School	43.8	7	46.7	7								
009050	Pine Grove Elementary School	36.4	12	36.7	11								
009051	Queensborough Elementary School	54.5	18	61.8	21								
009052	Ridgewood Middle School	49.1	26	48.1	25								
009053	Riverside Elementary School	47.8	22	52.5	21								
009054	Oak Terrace/J.B. Harville Alternative School	55.4	31	49.2	29								
009055	Shreve Island Elementary School	68.2	30	64.6	31								
009056	Newton Smith Elementary School	36.7	11	35.5	11								
009057	South Highlands Elementary Magnet School	57.9	22	54.1	20								
009058	Southern Hills Elementary School	38.8	19	37.0	20								
009059	Southwood High School	43.8	46	46.8	51								
009060	A. C. Steere Elementary School	75.9	22	71.9	23								
009061	E.B. Williams Stoner Hill Elem Lab School	51.3	20	50.0	19								
009062	Summer Grove Elementary School	41.3	19	42.9	21								
009063	Summerfield Elementary School	25.6	10	25.0	9								
009064	Sunset Acres Elementary School	35.2	19	32.2	19								
009065	Jack P. Timmons Elementary School	60.0	12	61.9	13								
009066	University Elementary School	44.8	26	42.4	25								
009067	Vivian Elementary/Middle School	41.1	23	30.8	16								
009068	Walnut Hill Elementary/Middle School	35.5	33	34.7	33								
009069	Booker T. Washington High School	50.0	26	51.9	27								
009070	Werner Park Elementary School	30.2	16	26.4	14								
009071	West Shreveport Elementary School	43.2	16	40.5	15								
009072	Westwood Elementary School	36.2	17	32.6	15								
009073	Woodlawn High School	54.1	40	47.1	33								
009074	Youree Drive Middle School	56.9	37	55.4	36								
009075	Turner Elementary/Middle School	44.4	40	44.1	41								
009076	Hamilton Terrace Learning Center	54.8	23	52.4	22								

~ = Unavailable Data

Table 6
Faculty with a Master's Degree or Higher

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009078	Donnie Bickham Middle School	38.1	16	45.5	20								
009079	Keithville Elementary/Middle School	35.6	26	36.5	27								
District		44.1	1,498	43.6	1,500								
State		39.1	21,090	38.0	21,056								

~ = Unavailable Data

Class Size Characteristics

Small classes generally allow more time for pupil-teacher interaction; therefore, they are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the State Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Data Presentation

Tables 7a, 7b, 7c, and 7d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. This report provides the class size information for grades K-12, non-graded by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes. Data are presented for all schools in each district, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and as identified by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Data Source

District-reported data from the *Annual School Report* (ASR).

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

*Note: Because of school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Table 7a: Class Size Characteristics
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009002	Arthur Circle Elementary School												
	Class Size Range 1 - 20	75.0	18	71.4	45								
	Class Size Range 21 - 26	16.7	4	28.6	18								
	Class Size Range 27 or more	8.3	2	~	~								
009003	Atkins Elementary School												
	Class Size Range 1 - 20	25.6	10	43.1	25								
	Class Size Range 21 - 26	74.4	29	50.0	29								
	Class Size Range 27 or more	~	~	6.9	4								
009004	Barret Elementary School												
	Class Size Range 1 - 20	100.0	34	85.7	18								
	Class Size Range 21 - 26	~	~	14.3	3								
009006	Blanchard Elementary School												
	Class Size Range 1 - 20	54.2	13	25.0	12								
	Class Size Range 21 - 26	25.0	6	16.7	8								
	Class Size Range 27 or more	20.8	5	58.3	28								
009011	Caddo Heights Elementary School												
	Class Size Range 1 - 20	46.7	14	50.0	25								
	Class Size Range 21 - 26	53.3	16	50.0	25								
009014	Central Elementary School												
	Class Size Range 1 - 20	72.2	13	77.8	14								
	Class Size Range 21 - 26	27.8	5	22.2	4								
009015	Cherokee Park Elementary School												
	Class Size Range 1 - 20	43.8	7	56.3	9								
	Class Size Range 21 - 26	56.3	9	31.3	5								
	Class Size Range 27 or more	~	~	12.5	2								
009016	Claiborne Fundamental Elementary School												
	Class Size Range 1 - 20	47.5	19	39.2	20								
	Class Size Range 21 - 26	22.5	9	60.8	31								
	Class Size Range 27 or more	30.0	12	~	~								
009018	Creswell Elementary School												
	Class Size Range 1 - 20	34.2	13	47.4	18								
	Class Size Range 21 - 26	65.8	25	52.6	20								
009019	Eden Gardens Fundamental Elementary School												
	Class Size Range 1 - 20	19.4	12	15.4	14								
	Class Size Range 21 - 26	80.7	50	84.6	77								

~ = Unavailable Data

Table 7a: Class Size Characteristics
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009021	Eighty-first Street ECE Center												
	Class Size Range 1 - 20	100.0	4	50.0	2								
	Class Size Range 21 - 26	~	~	50.0	2								
009023	Fairfield Elementary School												
	Class Size Range 1 - 20	88.5	23	100.0	56								
	Class Size Range 21 - 26	11.5	3	~	~								
009024	Forest Hill Elementary School												
	Class Size Range 1 - 20	24.2	22	43.9	43								
	Class Size Range 21 - 26	53.8	49	56.1	55								
	Class Size Range 27 or more	22.0	20	~	~								
009027	Herndon Magnet School												
	Class Size Range 1 - 20	31.9	50	44.0	66								
	Class Size Range 21 - 26	43.3	68	28.7	43								
	Class Size Range 27 or more	24.8	39	27.3	41								
009028	Hillsdale Elementary School												
	Class Size Range 1 - 20	28.0	7	53.3	16								
	Class Size Range 21 - 26	72.0	18	30.0	9								
	Class Size Range 27 or more	~	~	16.7	5								
009030	Hosston Elementary School												
	Class Size Range 1 - 20	100.0	31	93.6	29								
	Class Size Range 21 - 26	~	~	6.4	2								
009032	Ingersoll Elementary School												
	Class Size Range 1 - 20	46.2	6	46.2	6								
	Class Size Range 21 - 26	53.8	7	53.8	7								
009033	Judson Fundamental Elementary School												
	Class Size Range 1 - 20	3.5	3	14.4	13								
	Class Size Range 21 - 26	71.8	61	46.7	42								
	Class Size Range 27 or more	24.7	21	38.9	35								
009034	Lakeshore Elementary School												
	Class Size Range 1 - 20	51.8	14	53.3	16								
	Class Size Range 21 - 26	48.2	13	36.7	11								
	Class Size Range 27 or more	~	~	10.0	3								
009035	Laurel Street ECE Center												
	Class Size Range 1 - 20	100.0	1	100.0	2								

~ = Unavailable Data

Table 7a: Class Size Characteristics
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009039	Mooretown ECE Center												
	Class Size Range 1 - 20	~	~	100.0	5								
	Class Size Range 21 - 26	100.0	4	~	~								
009040	Mooringsport Elementary School												
	Class Size Range 1 - 20	32.0	8	69.2	18								
	Class Size Range 21 - 26	56.0	14	23.1	6								
	Class Size Range 27 or more	12.0	3	7.7	2								
009043	North Highlands Elementary School												
	Class Size Range 1 - 20	48.6	34	45.7	32								
	Class Size Range 21 - 26	51.4	36	54.3	38								
009044	Northside Elementary School												
	Class Size Range 1 - 20	69.7	23	70.3	45								
	Class Size Range 21 - 26	30.3	10	25.0	16								
	Class Size Range 27 or more	~	~	4.7	3								
009046	Oak Park Elementary School												
	Class Size Range 1 - 20	17.9	5	37.5	12								
	Class Size Range 21 - 26	82.1	23	62.5	20								
009048	Oil City Elementary/Middle School												
	Class Size Range 1 - 20	33.3	10	81.1	43								
	Class Size Range 21 - 26	56.7	17	9.4	5								
	Class Size Range 27 or more	10.0	3	9.4	5								
009049	George P. Hendrix Elementary School												
	Class Size Range 1 - 20	57.1	8	80.0	12								
	Class Size Range 21 - 26	42.9	6	20.0	3								
009050	Pine Grove Elementary School												
	Class Size Range 1 - 20	69.8	30	91.9	34								
	Class Size Range 21 - 26	30.2	13	8.1	3								
009051	Queensborough Elementary School												
	Class Size Range 1 - 20	44.4	8	71.4	15								
	Class Size Range 21 - 26	55.6	10	19.0	4								
	Class Size Range 27 or more	~	~	9.5	2								
009053	Riverside Elementary School												
	Class Size Range 1 - 20	66.0	35	49.1	26								
	Class Size Range 21 - 26	34.0	18	41.5	22								
	Class Size Range 27 or more	~	~	9.4	5								

~ = Unavailable Data

Table 7a: Class Size Characteristics
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009055	Shreve Island Elementary School												
	Class Size Range 1 - 20	9.1	6	10.4	7								
	Class Size Range 21 - 26	30.3	20	58.2	39								
	Class Size Range 27 or more	60.6	40	31.3	21								
009056	Newton Smith Elementary School												
	Class Size Range 1 - 20	100.0	63	88.6	62								
	Class Size Range 21 - 26	~	~	11.4	8								
009057	South Highlands Elementary Magnet School												
	Class Size Range 1 - 20	20.3	12	17.4	12								
	Class Size Range 21 - 26	79.7	47	82.6	57								
009058	Southern Hills Elementary School												
	Class Size Range 1 - 20	23.9	11	33.3	16								
	Class Size Range 21 - 26	76.1	35	52.1	25								
	Class Size Range 27 or more	~	~	14.6	7								
009060	A. C. Steere Elementary School												
	Class Size Range 1 - 20	8.5	5	14.7	11								
	Class Size Range 21 - 26	91.5	54	85.3	64								
009061	E.B. Williams Stoner Hill Elem Lab School												
	Class Size Range 1 - 20	20.6	14	15.8	9								
	Class Size Range 21 - 26	57.3	39	49.1	28								
	Class Size Range 27 or more	22.1	15	35.1	20								
009062	Summer Grove Elementary School												
	Class Size Range 1 - 20	16.4	9	55.0	22								
	Class Size Range 21 - 26	83.6	46	27.5	11								
	Class Size Range 27 or more	~	~	17.5	7								
009063	Summerfield Elementary School												
	Class Size Range 1 - 20	16.7	7	41.5	17								
	Class Size Range 21 - 26	54.8	23	26.8	11								
	Class Size Range 27 or more	28.6	12	31.7	13								
009064	Sunset Acres Elementary School												
	Class Size Range 1 - 20	27.1	13	63.1	53								
	Class Size Range 21 - 26	70.8	34	25.0	21								
	Class Size Range 27 or more	2.1	1	11.9	10								

~ = Unavailable Data

Table 7a: Class Size Characteristics
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009065	Jack P. Timmons Elementary School												
	Class Size Range 1 - 20	83.3	10	100.0	12								
	Class Size Range 21 - 26	8.3	1	~	~								
	Class Size Range 27 or more	8.3	1	~	~								
009066	University Elementary School												
	Class Size Range 1 - 20	25.5	25	17.0	27								
	Class Size Range 21 - 26	74.5	73	57.9	92								
	Class Size Range 27 or more	~	~	25.2	40								
009067	Vivian Elementary/Middle School												
	Class Size Range 1 - 20	24.4	21	37.0	34								
	Class Size Range 21 - 26	59.3	51	47.8	44								
	Class Size Range 27 or more	16.3	14	15.2	14								
009068	Walnut Hill Elementary/Middle School												
	Class Size Range 1 - 20	14.6	26	15.7	28								
	Class Size Range 21 - 26	43.8	78	51.1	91								
	Class Size Range 27 or more	41.6	74	33.2	59								
009070	Werner Park Elementary School												
	Class Size Range 1 - 20	27.9	12	36.4	16								
	Class Size Range 21 - 26	58.1	25	45.5	20								
	Class Size Range 27 or more	13.9	6	18.2	8								
009071	West Shreveport Elementary School												
	Class Size Range 1 - 20	45.6	26	42.6	23								
	Class Size Range 21 - 26	54.4	31	42.6	23								
	Class Size Range 27 or more	~	~	14.8	8								
009072	Westwood Elementary School												
	Class Size Range 1 - 20	40.4	19	44.9	40								
	Class Size Range 21 - 26	59.6	28	55.1	49								
009075	Turner Elementary/Middle School												
	Class Size Range 1 - 20	13.5	26	31.8	61								
	Class Size Range 21 - 26	31.3	60	24.5	47								
	Class Size Range 27 or more	55.2	106	43.8	84								
009079	Keithville Elementary/Middle School												
	Class Size Range 1 - 20	20.0	33	21.9	33								
	Class Size Range 21 - 26	29.7	49	33.8	51								
	Class Size Range 27 or more	50.3	83	44.4	67								

~ = Unavailable Data

Table 7a: Class Size Characteristics
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Class Size Range 1 - 20	32.7	813	41.1	1,174								
	Class Size Range 21 - 26	48.9	1,217	41.6	1,189								
	Class Size Range 27 or more	18.4	457	17.3	493								
District (All Schools)													
	Class Size Range 1 - 20	33.2	2,413	38.4	2,935								
	Class Size Range 21 - 26	34.9	2,535	33.5	2,556								
	Class Size Range 27 or more	32.0	2,324	28.1	2,147								
State (Elementary Schools)													
	Class Size Range 1 - 20	36.5	11,901	44.1	15,027								
	Class Size Range 21 - 26	50.4	16,434	43.1	14,713								
	Class Size Range 27 or more	13.1	4,285	12.8	4,368								
State (All Schools)													
	Class Size Range 1 - 20	36.9	44,332	40.3	49,539								
	Class Size Range 21 - 26	38.5	46,247	36.3	44,702								
	Class Size Range 27 or more	24.6	29,539	23.4	28,786								

~ = Unavailable Data

Table 7b: Class Size Characteristics
Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009005	Bethune Middle School												
	Class Size Range 1 - 20	77.6	59	71.7	66								
	Class Size Range 21 - 26	14.5	11	21.7	20								
	Class Size Range 27 or more	7.9	6	6.5	6								
009007	Broadmoor Middle Laboratory School												
	Class Size Range 1 - 20	25.1	57	24.2	52								
	Class Size Range 21 - 26	29.5	67	28.4	61								
	Class Size Range 27 or more	45.4	103	47.4	102								
009017	J. S. Clark Middle School												
	Class Size Range 1 - 20	27.0	40	35.1	54								
	Class Size Range 21 - 26	43.9	65	33.1	51								
	Class Size Range 27 or more	29.0	43	31.8	49								
009020	Caddo Parish Middle Magnet School												
	Class Size Range 1 - 20	18.1	44	31.4	75								
	Class Size Range 21 - 26	43.6	106	48.5	116								
	Class Size Range 27 or more	38.3	93	20.1	48								
009029	Hollywood Middle School												
	Class Size Range 1 - 20	48.8	60	40.5	45								
	Class Size Range 21 - 26	37.4	46	43.2	48								
	Class Size Range 27 or more	13.8	17	16.2	18								
009036	Linear Middle School												
	Class Size Range 1 - 20	38.6	49	58.9	83								
	Class Size Range 21 - 26	29.1	37	27.7	39								
	Class Size Range 27 or more	32.3	41	13.5	19								
009037	Linwood Middle School												
	Class Size Range 1 - 20	23.6	33	69.9	121								
	Class Size Range 21 - 26	36.4	51	24.9	43								
	Class Size Range 27 or more	40.0	56	5.2	9								
009038	Midway Middle School												
	Class Size Range 1 - 20	43.2	64	43.7	62								
	Class Size Range 21 - 26	27.7	41	33.8	48								
	Class Size Range 27 or more	29.0	43	22.5	32								
009052	Ridgewood Middle School												
	Class Size Range 1 - 20	17.8	26	14.2	21								
	Class Size Range 21 - 26	26.7	39	23.6	35								
	Class Size Range 27 or more	55.5	81	62.2	92								

~ = Unavailable Data

Table 7b: Class Size Characteristics
Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009074	Youree Drive Middle School												
	Class Size Range 1 - 20	18.3	39	13.7	29								
	Class Size Range 21 - 26	46.5	99	48.8	103								
	Class Size Range 27 or more	35.2	75	37.4	79								
009078	Donnie Bickham Middle School												
	Class Size Range 1 - 20	6.0	8	7.8	10								
	Class Size Range 21 - 26	35.3	47	23.3	30								
	Class Size Range 27 or more	58.7	78	69.0	89								
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	27.8	479	35.2	618								
	Class Size Range 21 - 26	35.3	609	33.8	594								
	Class Size Range 27 or more	36.9	636	30.9	543								
District (All Schools)													
	Class Size Range 1 - 20	33.2	2,413	38.4	2,935								
	Class Size Range 21 - 26	34.9	2,535	33.5	2,556								
	Class Size Range 27 or more	32.0	2,324	28.1	2,147								
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	29.8	9,029	32.1	9,961								
	Class Size Range 21 - 26	39.6	11,994	39.3	12,189								
	Class Size Range 27 or more	30.7	9,294	28.6	8,849								
State (All Schools)													
	Class Size Range 1 - 20	36.9	44,332	40.3	49,539								
	Class Size Range 21 - 26	38.5	46,247	36.3	44,702								
	Class Size Range 27 or more	24.6	29,539	23.4	28,786								

~ = Unavailable Data

Table 7c: Class Size Characteristics
High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009008	C.E. Byrd High School												
	Class Size Range 1 - 20	23.9	95	23.8	94								
	Class Size Range 21 - 26	22.2	88	21.8	86								
	Class Size Range 27 or more	53.9	214	54.4	215								
009012	Caddo Parish Magnet High School												
	Class Size Range 1 - 20	48.9	151	44.5	133								
	Class Size Range 21 - 26	33.3	103	30.1	90								
	Class Size Range 27 or more	17.8	55	25.4	76								
009013	Captain Shreve High School												
	Class Size Range 1 - 20	18.6	46	17.3	44								
	Class Size Range 21 - 26	23.1	57	23.6	60								
	Class Size Range 27 or more	58.3	144	59.1	150								
009022	Fair Park High School												
	Class Size Range 1 - 20	35.1	80	58.5	138								
	Class Size Range 21 - 26	30.3	69	33.0	78								
	Class Size Range 27 or more	34.7	79	8.5	20								
009025	Green Oaks High School												
	Class Size Range 1 - 20	52.0	79	46.7	70								
	Class Size Range 21 - 26	24.3	37	36.7	55								
	Class Size Range 27 or more	23.7	36	16.7	25								
009031	Huntington High School												
	Class Size Range 1 - 20	27.2	85	21.7	67								
	Class Size Range 21 - 26	28.2	88	32.4	100								
	Class Size Range 27 or more	44.5	139	46.0	142								
009042	North Caddo High School												
	Class Size Range 1 - 20	47.7	82	44.6	70								
	Class Size Range 21 - 26	21.5	37	28.0	44								
	Class Size Range 27 or more	30.8	53	27.4	43								
009045	Northwood High School												
	Class Size Range 1 - 20	21.1	41	25.4	47								
	Class Size Range 21 - 26	23.2	45	27.6	51								
	Class Size Range 27 or more	55.7	108	47.0	87								
009054	Oak Terrace/J.B. Harville Alternative School												
	Class Size Range 1 - 20	94.2	114	95.9	116								
	Class Size Range 21 - 26	1.6	2	~	~								
	Class Size Range 27 or more	4.1	5	4.1	5								

~ = Unavailable Data

Table 7c: Class Size Characteristics
High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009059	Southwood High School												
	Class Size Range 1 - 20	11.5	48	17.7	78								
	Class Size Range 21 - 26	14.4	60	23.4	103								
	Class Size Range 27 or more	74.0	308	59.0	260								
009069	Booker T. Washington High School												
	Class Size Range 1 - 20	42.5	71	52.4	87								
	Class Size Range 21 - 26	29.9	50	28.3	47								
	Class Size Range 27 or more	27.5	46	19.3	32								
009073	Woodlawn High School												
	Class Size Range 1 - 20	57.9	114	48.3	85								
	Class Size Range 21 - 26	28.9	57	29.5	52								
	Class Size Range 27 or more	13.2	26	22.2	39								
009076	Hamilton Terrace Learning Center												
	Class Size Range 1 - 20	74.8	101	80.3	98								
	Class Size Range 21 - 26	11.9	16	5.7	7								
	Class Size Range 27 or more	13.3	18	13.9	17								
District (High Schools)													
	Class Size Range 1 - 20	36.3	1,107	37.4	1,127								
	Class Size Range 21 - 26	23.3	709	25.7	773								
	Class Size Range 27 or more	40.4	1,231	36.9	1,111								
District (All Schools)													
	Class Size Range 1 - 20	33.2	2,413	38.4	2,935								
	Class Size Range 21 - 26	34.9	2,535	33.5	2,556								
	Class Size Range 27 or more	32.0	2,324	28.1	2,147								
State (High Schools)													
	Class Size Range 1 - 20	37.5	18,477	39.1	19,814								
	Class Size Range 21 - 26	31.8	15,697	31.2	15,786								
	Class Size Range 27 or more	30.7	15,144	29.7	15,009								
State (All Schools)													
	Class Size Range 1 - 20	36.9	44,332	40.3	49,539								
	Class Size Range 21 - 26	38.5	46,247	36.3	44,702								
	Class Size Range 27 or more	24.6	29,539	23.4	28,786								

~ = Unavailable Data

Table 7d: Class Size Characteristics
Combination Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009010	Caddo School for Exceptional Children												
	Class Size Range 1 - 20	100.0	14	100.0	16								
District (Combination Schools)													
	Class Size Range 1 - 20	100.0	14	100.0	16								
District (All Schools)													
	Class Size Range 1 - 20	33.2	2,413	38.4	2,935								
	Class Size Range 21 - 26	34.9	2,535	33.5	2,556								
	Class Size Range 27 or more	32.0	2,324	28.1	2,147								
State (Combination Schools)													
	Class Size Range 1 - 20	62.6	4,925	64.8	4,737								
	Class Size Range 21 - 26	27.0	2,122	27.6	2,014								
	Class Size Range 27 or more	10.4	816	7.7	560								
State (All Schools)													
	Class Size Range 1 - 20	36.9	44,332	40.3	49,539								
	Class Size Range 21 - 26	38.5	46,247	36.3	44,702								
	Class Size Range 27 or more	24.6	29,539	23.4	28,786								

~ = Unavailable Data

Section 3. Student Participation

Student Participation Overview	3-1
Student Attendance	3-2
Students Suspended and Expelled.....	3-9
Student Dropouts	3-26

Student Participation Overview

This section presents school-level data that captures information about student participation. It is essential that students participate in their learning; to learn, students must be first be present to receive instruction. Students who are frequently absent miss valuable instruction and are more likely to perform poorly. In fact, research has consistently shown that of all school-level indicators presented in this document, student attendance is the single most important predictor of student achievement.

The Student Participation data elements that will be presented in this section are Student Attendance, Student Suspension and Expulsion and Student Dropouts. In all cases, attempts are made to present the most recent student data. However, data collection and management efforts are impacted by system, logistical and human limitations. For this very reason, current year dropout data are not available for use in this report. The dropout data presented in this report are prior year's data (1998-1999).

Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This finding is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).

According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).

References

Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

Student Attendance

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Data Presentation

This report presents the percent of student attendance for all grades (K-12, non-graded) in the school, district, and state, based on the school category. Tables 8a, 8b, 8c, and 8d—Student Attendance—present the percent of student attendance for each school in the district. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order.

It should be noted that, for purposes of this report, the percent of students in attendance represents the current year's data; however, the accountability attendance index displayed in previous publications was based on previous year's attendance data due to data collection timelines.

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, when a student “(1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of

authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a State-approved education component, or participating in school-authorized field trips.” (Bulletin 741)

“Students who meet the above criteria and are present at the school site for more than 25% but not more than 50% of the student's instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for more than 50% of the student's instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

The above definition refers to the “amount” of time receiving instruction that is required to be considered in attendance. This definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented on the following page.

Data Sources

The attendance indicator is based on district-reported data submitted to the Louisiana Department of Education via the *Student Information System* (SIS).

References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
-

Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

*Note: Because of school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 8a: Percent of Student Attendance
Elementary Schools

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009002	Arthur Circle Elementary School	95.9	95.9				
009003	Atkins Elementary School	95.7	96.9				
009004	Barret Elementary School	94.9	93.5				
009006	Blanchard Elementary School	94.1	95.3				
009010	Caddo School for Exceptional Children	94.4	91.2				
009011	Caddo Heights Elementary School	95.6	95.4				
009014	Central Elementary School	95.2	94.3				
009015	Cherokee Park Elementary School	95.7	96.1				
009016	Claiborne Fundamental Elementary School	97.2	97.7				
009018	Creswell Elementary School	94.1	93.7				
009019	Eden Gardens Fundamental Elementary School	97.4	97.5				
009021	Eighty-first Street ECE Center	91.8	92.5				
009023	Fairfield Elementary School	96.0	96.8				
009024	Forest Hill Elementary School	95.5	95.8				
009027	Herndon Magnet School	95.2	95.1				
009028	Hillsdale Elementary School	96.6	96.7				
009030	Hosston Elementary School	95.0	94.1				
009032	Ingersoll Elementary School	94.2	94.5				
009033	Judson Fundamental Elementary School	97.4	97.8				
009034	Lakeshore Elementary School	96.6	96.4				
009035	Laurel Street ECE Center	95.8	96.9				
009039	Mooretown ECE Center	92.7	92.0				
009040	Mooringsport Elementary School	93.6	94.0				
009043	North Highlands Elementary School	95.6	95.6				
009044	Northside Elementary School	96.2	95.5				
009046	Oak Park Elementary School	95.3	95.2				
009048	Oil City Elementary/Middle School	94.6	93.6				
009049	George P. Hendrix Elementary School	94.4	95.9				
009050	Pine Grove Elementary School	95.2	95.3				
009051	Queensborough Elementary School	95.3	95.3				
009053	Riverside Elementary School	95.8	96.7				
009055	Shreve Island Elementary School	95.9	96.2				
009056	Newton Smith Elementary School	93.8	94.3				
009057	South Highlands Elementary Magnet School	97.4	97.3				
009058	Southern Hills Elementary School	95.1	95.3				

~ = Unavailable Data

Table 8a: Percent of Student Attendance
Elementary Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009060 A. C. Steere Elementary School	95.7	96.2				
009061 E.B. Williams Stoner Hill Elem Lab School	95.2	94.9				
009062 Summer Grove Elementary School	94.9	95.7				
009063 Summerfield Elementary School	95.6	95.7				
009064 Sunset Acres Elementary School	95.2	95.0				
009065 Jack P. Timmons Elementary School	95.3	95.5				
009066 University Elementary School	96.5	96.4				
009067 Vivian Elementary/Middle School	93.6	92.9				
009068 Walnut Hill Elementary/Middle School	94.9	94.8				
009070 Werner Park Elementary School	94.6	95.2				
009071 West Shreveport Elementary School	96.1	96.2				
009072 Westwood Elementary School	94.1	95.2				
009075 Turner Elementary/Middle School	94.3	94.7				
009079 Keithville Elementary/Middle School	93.1	94.0				
District (Elementary Schools)	95.2	95.4				
District (All Schools)	93.8	94.1				
State (Elementary Schools)	95.2	95.5				
State (All Schools)	93.5	94.0				

~ = Unavailable Data

Table 8b: Percent of Student Attendance
Middle/Jr. High Schools

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009005	Bethune Middle School	94.6	94.9				
009007	Broadmoor Middle Laboratory School	93.0	92.6				
009017	J. S. Clark Middle School	92.0	92.1				
009020	Caddo Parish Middle Magnet School	97.2	97.3				
009029	Hollywood Middle School	92.8	92.3				
009036	Linear Middle School	92.4	93.0				
009037	Linwood Middle School	92.5	91.8				
009038	Midway Middle School	92.7	91.7				
009052	Ridgewood Middle School	92.8	93.3				
009054	Oak Terrace/J.B. Harville Alternative School	78.4	78.1				
009074	Youree Drive Middle School	94.9	95.4				
009078	Donnie Bickham Middle School	93.4	92.8				
District (Middle/Jr. High Schools)		93.7	93.6				
District (All Schools)		93.8	94.1				
State (Middle/Jr. High Schools)		92.8	93.4				
State (All Schools)		93.5	94.0				

~ = Unavailable Data

Table 8c: Percent of Student Attendance
High Schools

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009008	C.E. Byrd High School	92.6	93.8				
009012	Caddo Parish Magnet High School	95.4	95.5				
009013	Captain Shreve High School	93.1	93.8				
009022	Fair Park High School	88.8	89.1				
009025	Green Oaks High School	91.7	92.2				
009031	Huntington High School	91.4	91.7				
009042	North Caddo High School	89.0	89.3				
009045	Northwood High School	92.5	91.9				
009054	Oak Terrace/J.B. Harville Alternative School	78.4	78.1				
009059	Southwood High School	90.5	91.6				
009069	Booker T. Washington High School	91.2	92.2				
009073	Woodlawn High School	87.8	89.3				
009076	Hamilton Terrace Learning Center	93.7	90.7				
District (High Schools)		91.4	91.9				
District (All Schools)		93.8	94.1				
State (High Schools)		90.9	91.5				
State (All Schools)		93.5	94.0				

~ = Unavailable Data

Table 8d: Percent of Student Attendance
Combination Schools

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009010 Caddo School for Exceptional Children	94.4	91.2				
District (Combination Schools)	94.4	91.2				
District (All Schools)	93.8	94.1				
State (Combination Schools)	94.1	94.0				
State (All Schools)	93.5	94.0				

~ = Unavailable Data

Students Suspended and Expelled

Student suspension harms not only students by depriving them of valuable instruction, but also communities, the individual school, and school district (Garibaldi, 1978).

Data Presentation

Tables 9a, 9b, 9c, and 9d present the number and percent of students suspended and the number and percent of students expelled for each school in the district. School category statistics are provided at the district and state level for comparison purposes. Schools are listed by category and in site code order. It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year (unduplicated count).

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—a student temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA; no interruption of instructional services occurs.
- *In-school Suspension*—a student temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day; no interruption of instructional services occurs.
- *Out-of-school Expulsion*—the removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—a student temporarily prohibited from participating in his/her usual placement within school, with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades PK-12 and non-graded. The formulas listed at the bottom of this page were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the Louisiana Department of Education via the *Student Information System (SIS)*.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and high schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994), who found that suspension rates are significantly higher in middle schools than in elementary or combination (K-12) schools.

References

- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). *A study of out-of-school suspensions and expulsions in Louisiana public schools*. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended (unduplicated count)}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled (unduplicated count)}}{\text{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District (unduplicated count)}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District (unduplicated count)}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

*Note: Because of school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 9a: Students Suspended and Expelled
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009002	Arthur Circle Elementary School												
	Suspended (In School)	~	~	7.0	36								
	Suspended (Out of School)	~	~	0.2	1								
	Expelled (In School)	~	~	0.0	0								
	Expelled (Out of School)	~	~	0.0	0								
009003	Atkins Elementary School												
	Suspended (In School)	13.7	111	11.5	97								
	Suspended (Out of School)	11.1	90	7.7	65								
	Expelled (In School)	0.0	0	0.1	1								
	Expelled (Out of School)	0.0	0	0.0	0								
009004	Barret Elementary School												
	Suspended (In School)	0.0	0	21.2	53								
	Suspended (Out of School)	6.3	15	12.0	30								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009006	Blanchard Elementary School												
	Suspended (In School)	10.5	50	11.8	57								
	Suspended (Out of School)	2.7	13	3.3	16								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009010	Caddo School for Exceptional Children												
	Suspended (In School)	~	~	40.0	22								
	Suspended (Out of School)	~	~	0.0	0								
	Expelled (In School)	~	~	0.0	0								
	Expelled (Out of School)	~	~	0.0	0								
009011	Caddo Heights Elementary School												
	Suspended (In School)	9.5	85	11.2	96								
	Suspended (Out of School)	3.5	31	10.1	86								
	Expelled (In School)	0.2	2	0.2	2								
	Expelled (Out of School)	0.2	2	0.0	0								
009014	Central Elementary School												
	Suspended (In School)	1.5	4	6.9	22								
	Suspended (Out of School)	8.9	23	9.8	31								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.4	1	0.0	0								

~ = Unavailable Data

Table 9a: Students Suspended and Expelled
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009015	Cherokee Park Elementary School												
	Suspended (In School)	22.5	102	13.2	69								
	Suspended (Out of School)	5.7	26	1.3	7								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009016	Claiborne Fundamental Elementary School												
	Suspended (In School)	6.6	25	10.7	42								
	Suspended (Out of School)	1.9	7	1.5	6								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009018	Creswell Elementary School												
	Suspended (In School)	16.7	115	14.8	104								
	Suspended (Out of School)	4.8	33	18.0	126								
	Expelled (In School)	0.1	1	0.4	3								
	Expelled (Out of School)	0.0	0	0.0	0								
009019	Eden Gardens Fundamental Elementary School												
	Suspended (In School)	8.9	42	3.5	16								
	Suspended (Out of School)	0.8	4	0.0	0								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009021	Eighty-first Street ECE Center												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	0.9	1	0.0	0								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009023	Fairfield Elementary School												
	Suspended (In School)	0.3	1	8.5	27								
	Suspended (Out of School)	4.6	15	8.8	28								
	Expelled (In School)	0.3	1	0.3	1								
	Expelled (Out of School)	0.0	0	0.0	0								
009024	Forest Hill Elementary School												
	Suspended (In School)	12.4	107	13.6	105								
	Suspended (Out of School)	4.2	36	4.0	31								
	Expelled (In School)	0.1	1	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								

~ = Unavailable Data

Table 9a: Students Suspended and Expelled
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009027	Herndon Magnet School												
	Suspended (In School)	4.1	45	8.5	85								
	Suspended (Out of School)	2.4	26	4.0	40								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.1	1	0.0	0								
009028	Hillsdale Elementary School												
	Suspended (In School)	7.6	46	11.7	85								
	Suspended (Out of School)	4.6	28	6.5	47								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009030	Hosston Elementary School												
	Suspended (In School)	11.8	18	13.2	21								
	Suspended (Out of School)	13.2	20	8.8	14								
	Expelled (In School)	0.0	0	0.6	1								
	Expelled (Out of School)	0.0	0	0.0	0								
009032	Ingersoll Elementary School												
	Suspended (In School)	8.5	33	2.9	11								
	Suspended (Out of School)	6.7	26	5.8	22								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009033	Judson Fundamental Elementary School												
	Suspended (In School)	0.4	2	1.7	9								
	Suspended (Out of School)	0.0	0	0.0	0								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009034	Lakeshore Elementary School												
	Suspended (In School)	0.1	1	3.3	23								
	Suspended (Out of School)	0.3	2	4.7	33								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009039	Mooretown ECE Center												
	Suspended (In School)	0.0	0	0.0	0								
	Suspended (Out of School)	2.0	2	0.0	0								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								

~ = Unavailable Data

Table 9a: Students Suspended and Expelled
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009040	Mooringsport Elementary School												
	Suspended (In School)	2.5	7	8.4	24								
	Suspended (Out of School)	2.5	7	2.1	6								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009043	North Highlands Elementary School												
	Suspended (In School)	0.3	2	9.4	56								
	Suspended (Out of School)	1.2	7	1.5	9								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009044	Northside Elementary School												
	Suspended (In School)	23.8	82	26.6	110								
	Suspended (Out of School)	0.0	0	0.0	0								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009046	Oak Park Elementary School												
	Suspended (In School)	0.2	1	4.2	30								
	Suspended (Out of School)	6.0	38	4.8	34								
	Expelled (In School)	0.0	0	0.1	1								
	Expelled (Out of School)	0.0	0	0.0	0								
009048	Oil City Elementary/Middle School												
	Suspended (In School)	8.7	25	15.6	38								
	Suspended (Out of School)	1.4	4	2.1	5								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009049	George P. Hendrix Elementary School												
	Suspended (In School)	14.9	26	19.9	41								
	Suspended (Out of School)	7.5	13	4.4	9								
	Expelled (In School)	0.6	1	0.5	1								
	Expelled (Out of School)	0.0	0	0.0	0								
009050	Pine Grove Elementary School												
	Suspended (In School)	1.8	8	1.1	5								
	Suspended (Out of School)	3.0	13	2.3	11								
	Expelled (In School)	0.0	0	0.4	2								
	Expelled (Out of School)	0.0	0	0.0	0								

~ = Unavailable Data

Table 9a: Students Suspended and Expelled
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009051	Queensborough Elementary School												
	Suspended (In School)	0.0	0	6.6	35								
	Suspended (Out of School)	2.3	12	3.4	18								
	Expelled (In School)	0.2	1	0.2	1								
	Expelled (Out of School)	0.0	0	0.0	0								
009053	Riverside Elementary School												
	Suspended (In School)	4.4	20	5.2	24								
	Suspended (Out of School)	2.0	9	2.2	10								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009055	Shreve Island Elementary School												
	Suspended (In School)	7.2	47	8.3	58								
	Suspended (Out of School)	0.0	0	0.0	0								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009056	Newton Smith Elementary School												
	Suspended (In School)	0.0	0	1.8	7								
	Suspended (Out of School)	4.5	16	0.8	3								
	Expelled (In School)	0.3	1	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009057	South Highlands Elementary Magnet School												
	Suspended (In School)	0.2	1	0.2	1								
	Suspended (Out of School)	0.0	0	0.4	2								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009058	Southern Hills Elementary School												
	Suspended (In School)	6.1	48	14.3	115								
	Suspended (Out of School)	5.3	42	5.8	47								
	Expelled (In School)	0.1	1	0.1	1								
	Expelled (Out of School)	0.0	0	0.0	0								
009060	A. C. Steere Elementary School												
	Suspended (In School)	0.0	0	4.0	19								
	Suspended (Out of School)	0.2	1	0.2	1								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								

~ = Unavailable Data

Table 9a: Students Suspended and Expelled
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009061	E.B. Williams Stoner Hill Elem Lab School												
	Suspended (In School)	0.0	0	20.7	109								
	Suspended (Out of School)	3.9	21	4.8	25								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009062	Summer Grove Elementary School												
	Suspended (In School)	23.2	171	22.9	166								
	Suspended (Out of School)	7.2	53	5.5	40								
	Expelled (In School)	0.0	0	0.1	1								
	Expelled (Out of School)	0.0	0	0.0	0								
009063	Summerfield Elementary School												
	Suspended (In School)	4.8	31	10.6	67								
	Suspended (Out of School)	1.4	9	5.1	32								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009064	Sunset Acres Elementary School												
	Suspended (In School)	19.9	142	6.6	46								
	Suspended (Out of School)	6.7	48	11.0	77								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009065	Jack P. Timmons Elementary School												
	Suspended (In School)	4.3	12	2.9	9								
	Suspended (Out of School)	1.1	3	3.3	10								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009066	University Elementary School												
	Suspended (In School)	5.0	46	7.5	73								
	Suspended (Out of School)	3.1	29	1.8	18								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009067	Vivian Elementary/Middle School												
	Suspended (In School)	22.9	176	21.1	165								
	Suspended (Out of School)	22.1	170	21.7	170								
	Expelled (In School)	0.3	2	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								

~ = Unavailable Data

Table 9a: Students Suspended and Expelled
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009068	Walnut Hill Elementary/Middle School												
	Suspended (In School)	6.8	122	4.9	86								
	Suspended (Out of School)	6.1	109	6.2	110								
	Expelled (In School)	0.1	1	0.1	1								
	Expelled (Out of School)	0.0	0	0.1	1								
009070	Werner Park Elementary School												
	Suspended (In School)	0.0	0	10.2	108								
	Suspended (Out of School)	8.1	81	6.5	69								
	Expelled (In School)	0.2	2	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009071	West Shreveport Elementary School												
	Suspended (In School)	2.9	15	7.0	36								
	Suspended (Out of School)	3.7	19	4.1	21								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009072	Westwood Elementary School												
	Suspended (In School)	16.8	113	16.4	111								
	Suspended (Out of School)	12.5	84	13.9	94								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009075	Turner Elementary/Middle School												
	Suspended (In School)	24.1	411	24.3	388								
	Suspended (Out of School)	12.4	212	16.2	259								
	Expelled (In School)	0.2	4	0.1	2								
	Expelled (Out of School)	0.1	1	0.0	0								
009079	Keithville Elementary/Middle School												
	Suspended (In School)	27.6	354	24.1	303								
	Suspended (Out of School)	14.8	189	14.7	185								
	Expelled (In School)	0.7	9	0.5	6								
	Expelled (Out of School)	0.0	0	0.0	0								

~ = Unavailable Data

Table 9a: Students Suspended and Expelled
Elementary Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Suspended (In School)	10.3	2,628	12.0	3,161								
	Suspended (Out of School)	6.0	1,547	6.9	1,806								
	Expelled (In School)	0.1	27	0.1	24								
	Expelled (Out of School)	0.0	5	0.0	1								
District (All Schools)													
	Suspended (In School)	15.7	7,628	17.6	8,589								
	Suspended (Out of School)	13.8	6,725	13.4	6,544								
	Expelled (In School)	0.2	106	0.2	111								
	Expelled (Out of School)	0.1	38	0.0	19								
State (Elementary Schools)													
	Suspended (In School)	3.4	12,975	3.6	14,134								
	Suspended (Out of School)	5.1	19,705	5.0	19,639								
	Expelled (In School)	0.1	190	0.1	350								
	Expelled (Out of School)	0.1	214	0.1	228								
State (All Schools)													
	Suspended (In School)	8.1	63,578	8.3	65,115								
	Suspended (Out of School)	10.5	82,290	9.6	74,907								
	Expelled (In School)	0.2	1,779	0.3	2,127								
	Expelled (Out of School)	0.5	3,601	0.4	2,839								

~ = Unavailable Data

Table 9b: Students Suspended and Expelled
Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009005	Bethune Middle School												
	Suspended (In School)	47.1	162	31.3	110								
	Suspended (Out of School)	39.0	134	21.3	75								
	Expelled (In School)	0.6	2	0.9	3								
	Expelled (Out of School)	0.0	0	0.0	0								
009007	Broadmoor Middle Laboratory School												
	Suspended (In School)	0.0	0	21.5	245								
	Suspended (Out of School)	30.1	353	29.0	331								
	Expelled (In School)	0.1	1	0.7	8								
	Expelled (Out of School)	0.1	1	0.0	0								
009017	J. S. Clark Middle School												
	Suspended (In School)	30.2	276	23.5	218								
	Suspended (Out of School)	8.1	74	37.4	347								
	Expelled (In School)	0.0	0	0.1	1								
	Expelled (Out of School)	0.1	1	0.0	0								
009020	Caddo Parish Middle Magnet School												
	Suspended (In School)	10.9	130	8.7	97								
	Suspended (Out of School)	3.5	42	3.1	35								
	Expelled (In School)	0.0	0	0.2	2								
	Expelled (Out of School)	0.0	0	0.0	0								
009029	Hollywood Middle School												
	Suspended (In School)	20.7	133	22.3	133								
	Suspended (Out of School)	2.0	13	1.7	10								
	Expelled (In School)	0.8	5	0.3	2								
	Expelled (Out of School)	0.0	0	0.0	0								
009036	Linear Middle School												
	Suspended (In School)	5.0	31	2.5	15								
	Suspended (Out of School)	33.2	208	31.1	185								
	Expelled (In School)	0.2	1	0.0	0								
	Expelled (Out of School)	0.0	0	0.2	1								
009037	Linwood Middle School												
	Suspended (In School)	19.3	168	18.9	146								
	Suspended (Out of School)	21.6	188	31.2	241								
	Expelled (In School)	0.6	5	0.5	4								
	Expelled (Out of School)	0.3	3	0.0	0								

~ = Unavailable Data

Table 9b: Students Suspended and Expelled
Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009038	Midway Middle School												
	Suspended (In School)	55.3	447	50.9	405								
	Suspended (Out of School)	40.4	326	32.2	256								
	Expelled (In School)	0.1	1	0.3	2								
	Expelled (Out of School)	0.0	0	0.0	0								
009052	Ridgewood Middle School												
	Suspended (In School)	14.5	125	22.1	204								
	Suspended (Out of School)	31.8	274	25.5	235								
	Expelled (In School)	0.3	3	0.1	1								
	Expelled (Out of School)	0.1	1	0.0	0								
009054	Oak Terrace/J.B. Harville Alternative School												
	Suspended (In School)	8.0	42	4.1	23								
	Suspended (Out of School)	34.0	178	37.2	210								
	Expelled (In School)	1.3	7	1.8	10								
	Expelled (Out of School)	0.8	4	0.9	5								
009074	Youree Drive Middle School												
	Suspended (In School)	29.2	341	24.3	268								
	Suspended (Out of School)	18.8	220	9.9	109								
	Expelled (In School)	0.3	3	0.1	1								
	Expelled (Out of School)	0.0	0	0.0	0								
009078	Donnie Bickham Middle School												
	Suspended (In School)	31.1	247	32.1	245								
	Suspended (Out of School)	23.8	189	27.1	207								
	Expelled (In School)	0.5	4	1.0	8								
	Expelled (Out of School)	0.0	0	0.1	1								

~ = Unavailable Data

Table 9b: Students Suspended and Expelled
Middle/Jr. High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Suspended (In School)	23.2	2,027	24.3	2,065								
	Suspended (Out of School)	22.6	1,982	23.5	1,998								
	Expelled (In School)	0.3	25	0.4	32								
	Expelled (Out of School)	0.1	6	0.0	2								
District (All Schools)													
	Suspended (In School)	15.7	7,628	17.6	8,589								
	Suspended (Out of School)	13.8	6,725	13.4	6,544								
	Expelled (In School)	0.2	106	0.2	111								
	Expelled (Out of School)	0.1	38	0.0	19								
State (Middle/Jr. High Schools)													
	Suspended (In School)	16.4	21,735	15.7	22,378								
	Suspended (Out of School)	19.4	25,751	16.5	23,542								
	Expelled (In School)	0.6	756	0.6	918								
	Expelled (Out of School)	1.1	1,482	0.8	1,151								
State (All Schools)													
	Suspended (In School)	8.1	63,578	8.3	65,115								
	Suspended (Out of School)	10.5	82,290	9.6	74,907								
	Expelled (In School)	0.2	1,779	0.3	2,127								
	Expelled (Out of School)	0.5	3,601	0.4	2,839								

~ = Unavailable Data

Table 9c: Students Suspended and Expelled
High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009008	C.E. Byrd High School												
	Suspended (In School)	0.8	17	14.8	309								
	Suspended (Out of School)	12.1	255	9.5	198								
	Expelled (In School)	0.0	0	0.1	3								
	Expelled (Out of School)	0.0	0	0.0	0								
009012	Caddo Parish Magnet High School												
	Suspended (In School)	0.4	5	0.3	4								
	Suspended (Out of School)	2.5	29	2.3	27								
	Expelled (In School)	0.0	0	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009013	Captain Shreve High School												
	Suspended (In School)	28.9	418	34.5	505								
	Suspended (Out of School)	19.1	277	17.6	258								
	Expelled (In School)	0.2	3	0.0	0								
	Expelled (Out of School)	0.3	4	0.1	2								
009022	Fair Park High School												
	Suspended (In School)	4.0	48	2.5	25								
	Suspended (Out of School)	30.4	360	19.5	198								
	Expelled (In School)	0.2	2	0.6	6								
	Expelled (Out of School)	0.1	1	0.0	0								
009025	Green Oaks High School												
	Suspended (In School)	0.0	0	21.4	148								
	Suspended (Out of School)	20.3	147	23.9	165								
	Expelled (In School)	0.0	0	0.3	2								
	Expelled (Out of School)	0.0	0	0.3	2								
009031	Huntington High School												
	Suspended (In School)	32.3	547	28.5	495								
	Suspended (Out of School)	22.3	377	18.3	317								
	Expelled (In School)	0.0	0	0.2	4								
	Expelled (Out of School)	0.1	1	0.0	0								
009042	North Caddo High School												
	Suspended (In School)	45.5	265	42.4	230								
	Suspended (Out of School)	30.0	175	29.5	160								
	Expelled (In School)	0.2	1	0.9	5								
	Expelled (Out of School)	0.2	1	0.0	0								

~ = Unavailable Data

Table 9c: Students Suspended and Expelled
High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009045	Northwood High School												
	Suspended (In School)	29.5	314	19.5	212								
	Suspended (Out of School)	21.5	229	16.7	182								
	Expelled (In School)	0.1	1	0.3	3								
	Expelled (Out of School)	0.1	1	0.0	0								
009054	Oak Terrace/J.B. Harville Alternative School												
	Suspended (In School)	8.0	42	4.1	23								
	Suspended (Out of School)	34.0	178	37.2	210								
	Expelled (In School)	1.3	7	1.8	10								
	Expelled (Out of School)	0.8	4	0.9	5								
009059	Southwood High School												
	Suspended (In School)	30.5	650	37.8	789								
	Suspended (Out of School)	29.3	624	28.6	597								
	Expelled (In School)	0.4	8	0.2	5								
	Expelled (Out of School)	0.1	3	0.1	3								
009069	Booker T. Washington High School												
	Suspended (In School)	37.7	302	55.6	421								
	Suspended (Out of School)	28.2	226	30.3	229								
	Expelled (In School)	0.3	2	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009073	Woodlawn High School												
	Suspended (In School)	36.5	401	19.9	201								
	Suspended (Out of School)	31.0	341	24.0	242								
	Expelled (In School)	0.7	8	0.0	0								
	Expelled (Out of School)	0.0	0	0.0	0								
009076	Hamilton Terrace Learning Center												
	Suspended (In School)	0.3	3	1.4	16								
	Suspended (Out of School)	24.3	268	19.1	224								
	Expelled (In School)	2.0	22	1.5	17								
	Expelled (Out of School)	1.1	12	0.3	4								

~ = Unavailable Data

Table 9c: Students Suspended and Expelled
High Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
	Suspended (In School)	20.3	2,996	23.0	3,363								
	Suspended (Out of School)	22.5	3,333	19.9	2,900								
	Expelled (In School)	0.4	54	0.4	55								
	Expelled (Out of School)	0.2	27	0.1	16								
District (All Schools)													
	Suspended (In School)	15.7	7,628	17.6	8,589								
	Suspended (Out of School)	13.8	6,725	13.4	6,544								
	Expelled (In School)	0.2	106	0.2	111								
	Expelled (Out of School)	0.1	38	0.0	19								
State (High Schools)													
	Suspended (In School)	11.8	27,296	12.3	26,567								
	Suspended (Out of School)	14.9	34,314	13.5	29,224								
	Expelled (In School)	0.3	701	0.4	810								
	Expelled (Out of School)	0.8	1,797	0.6	1,317								
State (All Schools)													
	Suspended (In School)	8.1	63,578	8.3	65,115								
	Suspended (Out of School)	10.5	82,290	9.6	74,907								
	Expelled (In School)	0.2	1,779	0.3	2,127								
	Expelled (Out of School)	0.5	3,601	0.4	2,839								

~ = Unavailable Data

Table 9d: Students Suspended and Expelled
Combination Schools

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009010	Caddo School for Exceptional Children												
	Suspended (In School)	~	~	40.0	22								
	Suspended (Out of School)	~	~	0.0	0								
	Expelled (In School)	~	~	0.0	0								
	Expelled (Out of School)	~	~	0.0	0								
District (Combination Schools)													
	Suspended (In School)	~	~	40.0	22								
District (All Schools)													
	Suspended (In School)	15.7	7,628	17.6	8,589								
	Suspended (Out of School)	13.8	6,725	13.4	6,544								
	Expelled (In School)	0.2	106	0.2	111								
	Expelled (Out of School)	0.1	38	0.0	19								
State (Combination Schools)													
	Suspended (In School)	3.9	1,712	5.3	2,173								
	Suspended (Out of School)	7.3	3,185	8.0	3,238								
	Expelled (In School)	0.3	133	0.1	50								
	Expelled (Out of School)	0.3	128	0.4	156								
State (All Schools)													
	Suspended (In School)	8.1	63,578	8.3	65,115								
	Suspended (Out of School)	10.5	82,290	9.6	74,907								
	Expelled (In School)	0.2	1,779	0.3	2,127								
	Expelled (Out of School)	0.5	3,601	0.4	2,839								

~ = Unavailable Data

Student Dropouts

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult due to lack of uniformity in reporting the reasons students exit from their respective school systems.

Data Presentation

Table 10, Student Dropouts, presents by grade level the number and percent of students who have dropped out of school for grades 7-12. District and state percents are also presented for the various grade levels. Data are presented by school site code for all schools in the district whose grade structure includes grade seven or higher. As found throughout this publication, district and state numbers and percents are offered for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *Dropout Denominator*—cumulative enrollment plus any dropouts not included in cumulative enrollment (e.g., reported non-reported summer dropouts).

- *Dropout*—the National Center for Education Statistics (NCES, 1999) defines a dropout in the following manner. A *school dropout* is an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusionary conditions:

- death;
- temporary absence due to suspension or illness; or
- transfer to another public school district*, private school, or state- or district-approved education program.

For the purpose of this definition,

- a school year is the 12-month period of time beginning with the normal opening of school in the fall (operationally set as October 1st), with dropouts from the previous summer reported for the year and grade for which they fail to enroll;
- an individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities; and
- a state- or district-approved education program may include special education programs, home-based instruction, and school-sponsored secondary (but NOT adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

* Refers to a district outside Louisiana.

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the dropout denominator for that grade. The formulas used to produce percent of student dropouts are presented at the bottom of this page.

References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

Data Sources

The dropout indicator is based on district-reported data submitted to the Louisiana Department of Education via the *Student Information System* (SIS).

Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Dropout Denominator (By Grade Level)}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Dropout Denominator (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{Dropout Denominator (By Grade Level) For All Schools in the State}} \times 100$$

Table 10: Student Dropouts

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
009007	Broadmoor Middle Laboratory School												
	Grade 7	1.0	4	~	~								
009008	C.E. Byrd High School												
	Grade 9	3.6	27	~	~								
	Grade 10	4.4	25	~	~								
	Grade 11	5.6	24	~	~								
	Grade 12	6.3	25	~	~								
009013	Captain Shreve High School												
	Grade 9	4.7	24	~	~								
	Grade 10	2.8	10	~	~								
	Grade 11	3.0	10	~	~								
	Grade 12	7.7	20	~	~								
009017	J. S. Clark Middle School												
	Grade 8	0.8	2	~	~								
009022	Fair Park High School												
	Grade 9	13.4	66	~	~								
	Grade 10	17.6	60	~	~								
	Grade 11	8.8	18	~	~								
	Grade 12	26.7	51	~	~								
009025	Green Oaks High School												
	Grade 9	8.4	26	~	~								
	Grade 10	8.8	16	~	~								
	Grade 11	6.5	8	~	~								
	Grade 12	6.6	8	~	~								
009031	Huntington High School												
	Grade 9	3.4	18	~	~								
	Grade 10	5.3	25	~	~								
	Grade 11	2.7	10	~	~								
	Grade 12	9.3	31	~	~								
009036	Linear Middle School												
	Grade 8	0.5	1	~	~								
009037	Linwood Middle School												
	Grade 7	2.0	6	~	~								
	Grade 8	0.7	2	~	~								

~ = Unavailable Data

Table 10: Student Dropouts

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009038	Midway Middle School												
	Grade 7	1.1	3	~	~								
009042	North Caddo High School												
	Grade 9	7.4	13	~	~								
	Grade 10	9.4	14	~	~								
	Grade 11	6.2	9	~	~								
	Grade 12	16.4	22	~	~								
009045	Northwood High School												
	Grade 9	6.3	18	~	~								
	Grade 10	3.4	10	~	~								
	Grade 11	4.6	12	~	~								
	Grade 12	4.5	10	~	~								
009052	Ridgewood Middle School												
	Grade 8	0.4	1	~	~								
009054	Oak Terrace/J.B. Harville Alternative School												
	Grade 7	0.8	1	~	~								
	Grade 8	1.8	3	~	~								
	Grade 9	23.4	30	~	~								
	Grade 10	32.6	14	~	~								
	Grade 11	36.4	8	~	~								
	Grade 12	33.3	1	~	~								
009059	Southwood High School												
	Grade 9	5.0	33	~	~								
	Grade 10	4.0	23	~	~								
	Grade 11	3.7	17	~	~								
	Grade 12	8.8	38	~	~								
009067	Vivian Elementary/Middle School												
	Grade 8	0.9	1	~	~								
009068	Walnut Hill Elementary/Middle School												
	Grade 7	0.4	1	~	~								
009069	Booker T. Washington High School												
	Grade 9	5.0	13	~	~								
	Grade 10	5.7	13	~	~								
	Grade 11	6.6	10	~	~								
	Grade 12	2.8	5	~	~								

~ = Unavailable Data

Table 10: Student Dropouts

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009073	Woodlawn High School												
	Grade 9	4.9	21	~	~								
	Grade 10	12.0	36	~	~								
	Grade 11	10.1	21	~	~								
	Grade 12	14.5	29	~	~								
009076	Hamilton Terrace Learning Center												
	Grade 9	53.8	406	~	~								
	Grade 10	45.8	154	~	~								
	Grade 11	51.0	99	~	~								
	Grade 12	66.7	108	~	~								
009078	Donnie Bickham Middle School												
	Grade 7	0.7	2	~	~								
	Grade 8	2.0	6	~	~								
009079	Keithville Elementary/Middle School												
	Grade 8	0.5	1	~	~								
District													
	Grade 7	0.4	17	~	~								
	Grade 8	0.4	17	~	~								
	Grade 9	13.6	695	~	~								
	Grade 10	10.2	400	~	~								
	Grade 11	8.0	246	~	~								
	Grade 12	12.1	348	~	~								
	Grades 9 - 12	11.3	1,689	~	~								
State													
	Grade 7	2.1	1,309	~	~								
	Grade 8	2.9	1,703	~	~								
	Grade 9	10.3	7,181	~	~								
	Grade 10	9.6	5,572	~	~								
	Grade 11	8.5	4,185	~	~								
	Grade 12	8.8	3,985	~	~								
	Grades 9 - 12	9.4	20,923	~	~								

~ = Unavailable Data

Section 4. Student Achievement

Student Achievement Overview	4-1
Developmental Reading Assessment Results	4-2
Criterion-Referenced Test (CRT) – LEAP 21 Test Results	4-20
Criterion-Referenced Test (CRT) – GEE Results	4-78
Norm-Referenced Test (NRT) – The Iowa Tests Results.....	4-82

Student Achievement Overview

This section presents the test results for many of the assessments performed in Louisiana. For many years, assessment results have been used by both state and local educators for a variety of purposes such as planning instruction, determining individual students' needs, and as part of the criteria for graduation from Louisiana public high schools. In recent years the focus on test results in Louisiana has increased with the implementation of new State policies, including the accountability model and high stakes testing.

The first part of this section presents the results of the *Developmental Reading Assessment (DRA)* for grades 2 and 3. The *DRA* is a reading ability assessment used to identify students in need of individualized reading instruction.

The second part of this section presents the results of the Louisiana Educational Assessment Program for the 21st Century (LEAP 21) tests, the new Louisiana criterion-referenced tests. The LEAP 21, administered to students in grades 4 and 8, is used to measure how well students have mastered the recently mandated State content standards.

The third part of this section presents the results of the Graduation Exit Examination (GEE), another Louisiana criterion-referenced test. The GEE is administered to students in grades 10 and 11. Students must pass all five components of the GEE to graduate from a public high school in Louisiana in addition to having 23 Carnegie units of academic credit.

The fourth part of this section presents the results of the Louisiana norm-referenced test, The Iowa Tests, administered to students in grades 3, 5, 6, 7, and 9. The Iowa Tests are a nationally normed, standardized achievement test battery. For all tests included in the Student Achievement section, results are shown for all public schools in the district with available scores. The district and state results are presented for comparison purposes.

Developmental Reading Assessment Results

The ability to read is essential to survive in our society. Many children learn to read quickly and efficiently once exposed to formal instruction. However, for some students this skill acquisition is not an easy task. It is critical that these children receive high quality instruction, which emphasizes language and literacy skills during their first years of school. In 1997, the Louisiana Legislature began funding a K-3 Reading and Mathematics Initiative, which focuses on providing prevention, intervention, and remediation for these students. A separate piece of legislation required that the number of students reading below grade level in all second and third grades throughout the state be reported at the beginning of each school year.

In 1998, the State Board of Elementary and Secondary Education (SBESE) approved the *Developmental Reading Assessment (DRA)* as the reading ability assessment instrument to be used uniformly statewide. The *DRA* measures two major aspects of reading that are critical to independence as a reader: (a) accuracy of oral reading, and (b) comprehension through reading and re-telling of narrative stories. This assessment, an essential part of the K-3 Reading and Mathematics Initiative, is designed to identify students at-risk of reading failure and to help guide individualized instruction. Teachers administer the *DRA* on a one-on-one basis to students.

The *DRA* was first administered in the 1998-99 school year. First-grade students are tested in the spring semester only, while second- and third-grade students are assessed both in the fall and spring semesters. The results shown in this report are based on the spring assessments.

The following students were evaluated and included in the *DRA* assessment results:

- all regular education students enrolled as of October 1;
- all special education students whose IEPs designate that they are in a specially designed, regular instructional program;
- all Limited English Proficient (LEP) students who were enrolled in and who completed at least two full consecutive academic years in an English-speaking school (including kindergarten);
- students in alternative programs or placements which are addressing regular curriculum standards; and
- all disabled students according to Section 504.

Data Presentation

Tables 11a and 11b present the spring *Developmental Reading Assessment* spring results for grades 2 and 3, respectively. These results present the number and percent of students reading below, on, and above their grade levels. This information is provided for each public school in the district, with schools listed in site code order. District and state results are presented for comparison purposes.

Method of Calculation

The formulas used to compute the percents of students reading below, on, and above their grade levels are presented on the following page.

Data Source

The *DRA* data used in the *District Composite Report* are based on student-level data submitted by the districts to the Louisiana Department of Education, Division of School Standards, Accountability, and Assistance.

Formulas Used to Calculate Percents of Students Reading Below, On, and Above Their Grade Levels

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Below} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Below Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading On} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading On Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Above} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Above Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

Table 11a: Developmental Reading Assessment Spring Results - Grade 2
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009002	Arthur Circle Elementary School												
	Students Assessed		56		51								
	Students Reading Below Their Grade Level	14.3	8	17.6	9								
	Students Reading On Their Grade Level	30.4	17	15.7	8								
	Students Reading Above Their Grade Level	55.4	31	66.7	34								
009003	Atkins Elementary School												
	Students Assessed		108		120								
	Students Reading Below Their Grade Level	43.5	47	30.0	36								
	Students Reading On Their Grade Level	36.1	39	34.2	41								
	Students Reading Above Their Grade Level	20.4	22	35.8	43								
009004	Barret Elementary School												
	Students Assessed		20		31								
	Students Reading Below Their Grade Level	25.0	5	41.9	13								
	Students Reading On Their Grade Level	55.0	11	22.6	7								
	Students Reading Above Their Grade Level	20.0	4	35.5	11								
009006	Blanchard Elementary School												
	Students Assessed		67		68								
	Students Reading Below Their Grade Level	20.9	14	17.6	12								
	Students Reading On Their Grade Level	56.7	38	33.8	23								
	Students Reading Above Their Grade Level	22.4	15	48.5	33								
009010	Caddo School for Exceptional Children												
	Students Assessed		2		3								
	Students Reading Below Their Grade Level	100.0	2	33.3	1								
	Students Reading On Their Grade Level	0.0	0	33.3	1								
	Students Reading Above Their Grade Level	0.0	0	33.3	1								
009011	Caddo Heights Elementary School												
	Students Assessed		109		117								
	Students Reading Below Their Grade Level	49.5	54	44.4	52								
	Students Reading On Their Grade Level	30.3	33	31.6	37								
	Students Reading Above Their Grade Level	20.2	22	23.9	28								

~ = Unavailable data

Table 11a: Developmental Reading Assessment Spring Results - Grade 2
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009014	Central Elementary School												
	Students Assessed		33		19								
	Students Reading Below Their Grade Level	24.2	8	26.3	5								
	Students Reading On Their Grade Level	30.3	10	42.1	8								
	Students Reading Above Their Grade Level	45.5	15	31.6	6								
009015	Cherokee Park Elementary School												
	Students Assessed		68		50								
	Students Reading Below Their Grade Level	26.5	18	22.0	11								
	Students Reading On Their Grade Level	45.6	31	54.0	27								
	Students Reading Above Their Grade Level	27.9	19	24.0	12								
009016	Claiborne Fundamental Elementary School												
	Students Assessed		60		70								
	Students Reading Below Their Grade Level	6.7	4	10.0	7								
	Students Reading On Their Grade Level	40.0	24	31.4	22								
	Students Reading Above Their Grade Level	53.3	32	58.6	41								
009018	Creswell Elementary School												
	Students Assessed		70		58								
	Students Reading Below Their Grade Level	30.0	21	20.7	12								
	Students Reading On Their Grade Level	42.9	30	39.7	23								
	Students Reading Above Their Grade Level	27.1	19	39.7	23								
009019	Eden Gardens Fundamental Elementary School												
	Students Assessed		78		77								
	Students Reading Below Their Grade Level	2.6	2	1.3	1								
	Students Reading On Their Grade Level	39.7	31	35.1	27								
	Students Reading Above Their Grade Level	57.7	45	63.6	49								
009023	Fairfield Elementary School												
	Students Assessed		31		24								
	Students Reading Below Their Grade Level	22.6	7	45.8	11								
	Students Reading On Their Grade Level	41.9	13	25.0	6								
	Students Reading Above Their Grade Level	35.5	11	29.2	7								

~ = Unavailable data

Table 11a: Developmental Reading Assessment Spring Results - Grade 2
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009024	Forest Hill Elementary School												
	Students Assessed		111		126								
	Students Reading Below Their Grade Level	14.4	16	6.3	8								
	Students Reading On Their Grade Level	45.9	51	42.1	53								
	Students Reading Above Their Grade Level	39.6	44	51.6	65								
009027	Herndon Magnet School												
	Students Assessed		97		97								
	Students Reading Below Their Grade Level	7.2	7	2.1	2								
	Students Reading On Their Grade Level	25.8	25	32.0	31								
	Students Reading Above Their Grade Level	67.0	65	66.0	64								
009028	Hillsdale Elementary School												
	Students Assessed		89		75								
	Students Reading Below Their Grade Level	31.5	28	25.3	19								
	Students Reading On Their Grade Level	36.0	32	24.0	18								
	Students Reading Above Their Grade Level	32.6	29	50.7	38								
009030	Hosston Elementary School												
	Students Assessed		22		20								
	Students Reading Below Their Grade Level	27.3	6	5.0	1								
	Students Reading On Their Grade Level	54.5	12	25.0	5								
	Students Reading Above Their Grade Level	18.2	4	70.0	14								
009032	Ingersoll Elementary School												
	Students Assessed		49		40								
	Students Reading Below Their Grade Level	40.8	20	32.5	13								
	Students Reading On Their Grade Level	36.7	18	37.5	15								
	Students Reading Above Their Grade Level	22.4	11	30.0	12								
009033	Judson Fundamental Elementary School												
	Students Assessed		86		81								
	Students Reading Below Their Grade Level	3.5	3	11.1	9								
	Students Reading On Their Grade Level	53.5	46	46.9	38								
	Students Reading Above Their Grade Level	43.0	37	42.0	34								

~ = Unavailable data

Table 11a: Developmental Reading Assessment Spring Results - Grade 2
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009034 Lakeshore Elementary School													
	Students Assessed		88		74								
	Students Reading Below Their Grade Level	35.2	31	33.8	25								
	Students Reading On Their Grade Level	36.4	32	35.1	26								
	Students Reading Above Their Grade Level	28.4	25	31.1	23								
009040 Mooringsport Elementary School													
	Students Assessed		43		32								
	Students Reading Below Their Grade Level	7.0	3	15.6	5								
	Students Reading On Their Grade Level	53.5	23	37.5	12								
	Students Reading Above Their Grade Level	39.5	17	46.9	15								
009043 North Highlands Elementary School													
	Students Assessed		77		90								
	Students Reading Below Their Grade Level	16.9	13	13.3	12								
	Students Reading On Their Grade Level	27.3	21	33.3	30								
	Students Reading Above Their Grade Level	55.8	43	53.3	48								
009044 Northside Elementary School													
	Students Assessed		44		39								
	Students Reading Below Their Grade Level	18.2	8	28.2	11								
	Students Reading On Their Grade Level	45.5	20	41.0	16								
	Students Reading Above Their Grade Level	36.4	16	30.8	12								
009046 Oak Park Elementary School													
	Students Assessed		79		89								
	Students Reading Below Their Grade Level	35.4	28	14.6	13								
	Students Reading On Their Grade Level	39.2	31	32.6	29								
	Students Reading Above Their Grade Level	25.3	20	52.8	47								
009048 Oil City Elementary/Middle School													
	Students Assessed		21		19								
	Students Reading Below Their Grade Level	42.9	9	21.0	4								
	Students Reading On Their Grade Level	42.9	9	15.8	3								
	Students Reading Above Their Grade Level	14.3	3	63.2	12								

~ = Unavailable data

Table 11a: Developmental Reading Assessment Spring Results - Grade 2
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009049 George P. Hendrix Elementary School													
	Students Assessed		22		21								
	Students Reading Below Their Grade Level	27.3	6	23.8	5								
	Students Reading On Their Grade Level	54.5	12	66.7	14								
	Students Reading Above Their Grade Level	18.2	4	9.5	2								
009050 Pine Grove Elementary School													
	Students Assessed		53		59								
	Students Reading Below Their Grade Level	18.9	10	33.9	20								
	Students Reading On Their Grade Level	32.1	17	39.0	23								
	Students Reading Above Their Grade Level	49.1	26	27.1	16								
009051 Queensborough Elementary School													
	Students Assessed		61		70								
	Students Reading Below Their Grade Level	36.1	22	28.6	20								
	Students Reading On Their Grade Level	37.7	23	40.0	28								
	Students Reading Above Their Grade Level	26.2	16	31.4	22								
009053 Riverside Elementary School													
	Students Assessed		53		63								
	Students Reading Below Their Grade Level	15.1	8	11.1	7								
	Students Reading On Their Grade Level	13.2	7	34.9	22								
	Students Reading Above Their Grade Level	71.7	38	54.0	34								
009055 Shreve Island Elementary School													
	Students Assessed		99		101								
	Students Reading Below Their Grade Level	24.2	24	4.0	4								
	Students Reading On Their Grade Level	33.3	33	38.6	39								
	Students Reading Above Their Grade Level	42.4	42	57.4	58								
009056 Newton Smith Elementary School													
	Students Assessed		44		43								
	Students Reading Below Their Grade Level	31.8	14	16.3	7								
	Students Reading On Their Grade Level	34.1	15	25.6	11								
	Students Reading Above Their Grade Level	34.1	15	58.1	25								

~ = Unavailable data

Table 11a: Developmental Reading Assessment Spring Results - Grade 2
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009057	South Highlands Elementary Magnet School												
	Students Assessed		77		78								
	Students Reading Below Their Grade Level	0.0	0	0.0	0								
	Students Reading On Their Grade Level	20.8	16	7.7	6								
	Students Reading Above Their Grade Level	79.2	61	92.3	72								
009058	Southern Hills Elementary School												
	Students Assessed		109		85								
	Students Reading Below Their Grade Level	24.8	27	11.8	10								
	Students Reading On Their Grade Level	53.2	58	42.3	36								
	Students Reading Above Their Grade Level	22.0	24	45.9	39								
009060	A. C. Steere Elementary School												
	Students Assessed		74		69								
	Students Reading Below Their Grade Level	13.5	10	11.6	8								
	Students Reading On Their Grade Level	35.1	26	20.3	14								
	Students Reading Above Their Grade Level	51.4	38	68.1	47								
009061	E.B. Williams Stoner Hill Elem Lab School												
	Students Assessed		72		71								
	Students Reading Below Their Grade Level	22.2	16	16.9	12								
	Students Reading On Their Grade Level	36.1	26	38.0	27								
	Students Reading Above Their Grade Level	41.7	30	45.1	32								
009062	Summer Grove Elementary School												
	Students Assessed		115		86								
	Students Reading Below Their Grade Level	24.3	28	13.9	12								
	Students Reading On Their Grade Level	34.8	40	34.9	30								
	Students Reading Above Their Grade Level	40.9	47	51.2	44								
009063	Summerfield Elementary School												
	Students Assessed		79		83								
	Students Reading Below Their Grade Level	15.2	12	10.8	9								
	Students Reading On Their Grade Level	35.4	28	34.9	29								
	Students Reading Above Their Grade Level	49.4	39	54.2	45								

~ = Unavailable data

Table 11a: Developmental Reading Assessment Spring Results - Grade 2
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009064	Sunset Acres Elementary School												
	Students Assessed		92		97								
	Students Reading Below Their Grade Level	35.9	33	26.8	26								
	Students Reading On Their Grade Level	38.0	35	28.9	28								
	Students Reading Above Their Grade Level	26.1	24	44.3	43								
009065	Jack P. Timmons Elementary School												
	Students Assessed		34		37								
	Students Reading Below Their Grade Level	32.4	11	10.8	4								
	Students Reading On Their Grade Level	32.4	11	18.9	7								
	Students Reading Above Their Grade Level	35.3	12	70.3	26								
009066	University Elementary School												
	Students Assessed		130		132								
	Students Reading Below Their Grade Level	19.2	25	6.1	8								
	Students Reading On Their Grade Level	20.8	27	28.0	37								
	Students Reading Above Their Grade Level	60.0	78	65.9	87								
009067	Vivian Elementary/Middle School												
	Students Assessed		55		71								
	Students Reading Below Their Grade Level	20.0	11	19.7	14								
	Students Reading On Their Grade Level	36.4	20	22.5	16								
	Students Reading Above Their Grade Level	43.6	24	57.8	41								
009068	Walnut Hill Elementary/Middle School												
	Students Assessed		159		147								
	Students Reading Below Their Grade Level	13.2	21	16.3	24								
	Students Reading On Their Grade Level	28.3	45	31.3	46								
	Students Reading Above Their Grade Level	58.5	93	52.4	77								
009070	Werner Park Elementary School												
	Students Assessed		122		134								
	Students Reading Below Their Grade Level	46.7	57	47.8	64								
	Students Reading On Their Grade Level	27.0	33	18.7	25								
	Students Reading Above Their Grade Level	26.2	32	33.6	45								

~ = Unavailable data

Table 11a: Developmental Reading Assessment Spring Results - Grade 2
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009071 West Shreveport Elementary School													
	Students Assessed		68		57								
	Students Reading Below Their Grade Level	22.1	15	19.3	11								
	Students Reading On Their Grade Level	50.0	34	21.0	12								
	Students Reading Above Their Grade Level	27.9	19	59.7	34								
009072 Westwood Elementary School													
	Students Assessed		89		95								
	Students Reading Below Their Grade Level	29.2	26	26.3	25								
	Students Reading On Their Grade Level	20.2	18	42.1	40								
	Students Reading Above Their Grade Level	50.6	45	31.6	30								
009075 Turner Elementary/Middle School													
	Students Assessed		95		102								
	Students Reading Below Their Grade Level	12.6	12	20.6	21								
	Students Reading On Their Grade Level	26.3	25	21.6	22								
	Students Reading Above Their Grade Level	61.1	58	57.8	59								
009079 Keithville Elementary/Middle School													
	Students Assessed		80		88								
	Students Reading Below Their Grade Level	20.0	16	11.4	10								
	Students Reading On Their Grade Level	35.0	28	35.2	31								
	Students Reading Above Their Grade Level	45.0	36	53.4	47								
District													
	Students Assessed		3,290		3,259								
	Students Reading Below Their Grade Level	23.3	766	18.8	613								
	Students Reading On Their Grade Level	35.7	1,174	32.2	1,049								
	Students Reading Above Their Grade Level	41.0	1,350	49.0	1,597								
State (Public)													
	Students Assessed		54,246		54,108								
	Students Reading Below Their Grade Level	23.5	12,737	22.3	12,038								
	Students Reading On Their Grade Level	41.4	22,460	37.7	20,393								
	Students Reading Above Their Grade Level	35.1	19,049	40.1	21,677								

~ = Unavailable data

Table 11b: Developmental Reading Assessment Spring Results - Grade 3
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009002	Arthur Circle Elementary School												
	Students Assessed		55		62								
	Students Reading Below Their Grade Level	23.6	13	19.4	12								
	Students Reading On Their Grade Level	14.5	8	27.4	17								
	Students Reading Above Their Grade Level	61.8	34	53.2	33								
009003	Atkins Elementary School												
	Students Assessed		97		108								
	Students Reading Below Their Grade Level	63.9	62	42.6	46								
	Students Reading On Their Grade Level	26.8	26	25.9	28								
	Students Reading Above Their Grade Level	9.3	9	31.5	34								
009004	Barret Elementary School												
	Students Assessed		25		17								
	Students Reading Below Their Grade Level	16.0	4	47.1	8								
	Students Reading On Their Grade Level	40.0	10	23.5	4								
	Students Reading Above Their Grade Level	44.0	11	29.4	5								
009006	Blanchard Elementary School												
	Students Assessed		55		75								
	Students Reading Below Their Grade Level	25.5	14	17.3	13								
	Students Reading On Their Grade Level	27.3	15	28.0	21								
	Students Reading Above Their Grade Level	47.3	26	54.7	41								
009010	Caddo School for Exceptional Children												
	Students Assessed		1		8								
	Students Reading Below Their Grade Level	0.0	0	62.5	5								
	Students Reading On Their Grade Level	0.0	0	0.0	0								
	Students Reading Above Their Grade Level	100.0	1	37.5	3								
009011	Caddo Heights Elementary School												
	Students Assessed		77		103								
	Students Reading Below Their Grade Level	67.5	52	42.7	44								
	Students Reading On Their Grade Level	13.0	10	36.9	38								
	Students Reading Above Their Grade Level	19.5	15	20.4	21								

~ = Unavailable data

Table 11b: Developmental Reading Assessment Spring Results - Grade 3
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009014	Central Elementary School												
	Students Assessed		26		24								
	Students Reading Below Their Grade Level	96.2	25	20.8	5								
	Students Reading On Their Grade Level	3.8	1	33.3	8								
	Students Reading Above Their Grade Level	0.0	0	45.8	11								
009015	Cherokee Park Elementary School												
	Students Assessed		60		55								
	Students Reading Below Their Grade Level	38.3	23	25.5	14								
	Students Reading On Their Grade Level	16.7	10	41.8	23								
	Students Reading Above Their Grade Level	45.0	27	32.7	18								
009016	Claiborne Fundamental Elementary School												
	Students Assessed		59		66								
	Students Reading Below Their Grade Level	3.4	2	7.6	5								
	Students Reading On Their Grade Level	18.6	11	31.8	21								
	Students Reading Above Their Grade Level	78.0	46	60.6	40								
009018	Creswell Elementary School												
	Students Assessed		65		74								
	Students Reading Below Their Grade Level	33.8	22	28.4	21								
	Students Reading On Their Grade Level	27.7	18	29.7	22								
	Students Reading Above Their Grade Level	38.5	25	41.9	31								
009019	Eden Gardens Fundamental Elementary School												
	Students Assessed		76		77								
	Students Reading Below Their Grade Level	3.9	3	0.0	0								
	Students Reading On Their Grade Level	11.8	9	9.1	7								
	Students Reading Above Their Grade Level	84.2	64	90.9	70								
009023	Fairfield Elementary School												
	Students Assessed		40		34								
	Students Reading Below Their Grade Level	32.5	13	26.5	9								
	Students Reading On Their Grade Level	20.0	8	44.1	15								
	Students Reading Above Their Grade Level	47.5	19	29.4	10								

~ = Unavailable data

Table 11b: Developmental Reading Assessment Spring Results - Grade 3
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009024 Forest Hill Elementary School													
	Students Assessed		117		114								
	Students Reading Below Their Grade Level	40.2	47	13.2	15								
	Students Reading On Their Grade Level	22.2	26	44.7	51								
	Students Reading Above Their Grade Level	37.6	44	42.1	48								
009027 Herndon Magnet School													
	Students Assessed		117		102								
	Students Reading Below Their Grade Level	29.1	34	14.7	15								
	Students Reading On Their Grade Level	14.5	17	22.5	23								
	Students Reading Above Their Grade Level	56.4	66	62.8	64								
009028 Hillsdale Elementary School													
	Students Assessed		78		94								
	Students Reading Below Their Grade Level	37.2	29	16.0	15								
	Students Reading On Their Grade Level	32.1	25	54.3	51								
	Students Reading Above Their Grade Level	30.8	24	29.8	28								
009030 Hosston Elementary School													
	Students Assessed		16		20								
	Students Reading Below Their Grade Level	50.0	8	35.0	7								
	Students Reading On Their Grade Level	18.8	3	45.0	9								
	Students Reading Above Their Grade Level	31.3	5	20.0	4								
009032 Ingersoll Elementary School													
	Students Assessed		46		43								
	Students Reading Below Their Grade Level	37.0	17	27.9	12								
	Students Reading On Their Grade Level	15.2	7	23.3	10								
	Students Reading Above Their Grade Level	47.8	22	48.8	21								
009033 Judson Fundamental Elementary School													
	Students Assessed		85		80								
	Students Reading Below Their Grade Level	12.9	11	8.8	7								
	Students Reading On Their Grade Level	24.7	21	67.5	54								
	Students Reading Above Their Grade Level	62.4	53	23.8	19								

~ = Unavailable data

Table 11b: Developmental Reading Assessment Spring Results - Grade 3
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009034 Lakeshore Elementary School													
	Students Assessed		87		92								
	Students Reading Below Their Grade Level	40.2	35	30.4	28								
	Students Reading On Their Grade Level	32.2	28	35.9	33								
	Students Reading Above Their Grade Level	27.6	24	33.7	31								
009040 Mooringsport Elementary School													
	Students Assessed		37		45								
	Students Reading Below Their Grade Level	62.2	23	37.8	17								
	Students Reading On Their Grade Level	8.1	3	15.6	7								
	Students Reading Above Their Grade Level	29.7	11	46.7	21								
009043 North Highlands Elementary School													
	Students Assessed		83		75								
	Students Reading Below Their Grade Level	62.7	52	24.0	18								
	Students Reading On Their Grade Level	7.2	6	29.3	22								
	Students Reading Above Their Grade Level	30.1	25	46.7	35								
009044 Northside Elementary School													
	Students Assessed		46		55								
	Students Reading Below Their Grade Level	34.8	16	36.4	20								
	Students Reading On Their Grade Level	32.6	15	27.3	15								
	Students Reading Above Their Grade Level	32.6	15	36.4	20								
009046 Oak Park Elementary School													
	Students Assessed		80		87								
	Students Reading Below Their Grade Level	52.5	42	32.2	28								
	Students Reading On Their Grade Level	11.3	9	37.9	33								
	Students Reading Above Their Grade Level	36.3	29	29.9	26								
009048 Oil City Elementary/Middle School													
	Students Assessed		16		20								
	Students Reading Below Their Grade Level	68.8	11	45.0	9								
	Students Reading On Their Grade Level	12.5	2	25.0	5								
	Students Reading Above Their Grade Level	18.8	3	30.0	6								

~ = Unavailable data

Table 11b: Developmental Reading Assessment Spring Results - Grade 3
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009049 George P. Hendrix Elementary School													
	Students Assessed		22		26								
	Students Reading Below Their Grade Level	40.9	9	26.9	7								
	Students Reading On Their Grade Level	40.9	9	50.0	13								
	Students Reading Above Their Grade Level	18.2	4	23.1	6								
009050 Pine Grove Elementary School													
	Students Assessed		50		46								
	Students Reading Below Their Grade Level	16.0	8	15.2	7								
	Students Reading On Their Grade Level	46.0	23	67.4	31								
	Students Reading Above Their Grade Level	38.0	19	17.4	8								
009051 Queensborough Elementary School													
	Students Assessed		59		68								
	Students Reading Below Their Grade Level	47.5	28	50.0	34								
	Students Reading On Their Grade Level	28.8	17	30.9	21								
	Students Reading Above Their Grade Level	23.7	14	19.1	13								
009053 Riverside Elementary School													
	Students Assessed		69		65								
	Students Reading Below Their Grade Level	21.7	15	12.3	8								
	Students Reading On Their Grade Level	21.7	15	15.4	10								
	Students Reading Above Their Grade Level	56.5	39	72.3	47								
009055 Shreve Island Elementary School													
	Students Assessed		83		95								
	Students Reading Below Their Grade Level	25.3	21	23.2	22								
	Students Reading On Their Grade Level	26.5	22	22.1	21								
	Students Reading Above Their Grade Level	48.2	40	54.7	52								
009056 Newton Smith Elementary School													
	Students Assessed		47		49								
	Students Reading Below Their Grade Level	42.6	20	61.2	30								
	Students Reading On Their Grade Level	27.7	13	24.5	12								
	Students Reading Above Their Grade Level	29.8	14	14.3	7								

~ = Unavailable data

Table 11b: Developmental Reading Assessment Spring Results - Grade 3
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009057	South Highlands Elementary Magnet School												
	Students Assessed		75		78								
	Students Reading Below Their Grade Level	2.7	2	0.0	0								
	Students Reading On Their Grade Level	12.0	9	2.6	2								
	Students Reading Above Their Grade Level	85.3	64	97.4	76								
009058	Southern Hills Elementary School												
	Students Assessed		111		110								
	Students Reading Below Their Grade Level	35.1	39	34.5	38								
	Students Reading On Their Grade Level	21.6	24	27.3	30								
	Students Reading Above Their Grade Level	43.2	48	38.2	42								
009060	A. C. Steere Elementary School												
	Students Assessed		69		78								
	Students Reading Below Their Grade Level	14.5	10	14.1	11								
	Students Reading On Their Grade Level	18.8	13	29.5	23								
	Students Reading Above Their Grade Level	66.7	46	56.4	44								
009061	E.B. Williams Stoner Hill Elem Lab School												
	Students Assessed		73		65								
	Students Reading Below Their Grade Level	37.0	27	32.3	21								
	Students Reading On Their Grade Level	20.5	15	35.4	23								
	Students Reading Above Their Grade Level	42.5	31	32.3	21								
009062	Summer Grove Elementary School												
	Students Assessed		102		100								
	Students Reading Below Their Grade Level	58.8	60	25.0	25								
	Students Reading On Their Grade Level	10.8	11	34.0	34								
	Students Reading Above Their Grade Level	30.4	31	41.0	41								
009063	Summerfield Elementary School												
	Students Assessed		92		92								
	Students Reading Below Their Grade Level	20.7	19	17.4	16								
	Students Reading On Their Grade Level	23.9	22	19.6	18								
	Students Reading Above Their Grade Level	55.4	51	63.0	58								

~ = Unavailable data

Table 11b: Developmental Reading Assessment Spring Results - Grade 3
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009064	Sunset Acres Elementary School												
	Students Assessed		87		96								
	Students Reading Below Their Grade Level	63.2	55	34.4	33								
	Students Reading On Their Grade Level	17.2	15	40.6	39								
	Students Reading Above Their Grade Level	19.5	17	25.0	24								
009065	Jack P. Timmons Elementary School												
	Students Assessed		31		39								
	Students Reading Below Their Grade Level	22.6	7	35.9	14								
	Students Reading On Their Grade Level	35.5	11	33.3	13								
	Students Reading Above Their Grade Level	41.9	13	30.8	12								
009066	University Elementary School												
	Students Assessed		148		148								
	Students Reading Below Their Grade Level	20.3	30	25.0	37								
	Students Reading On Their Grade Level	23.0	34	18.9	28								
	Students Reading Above Their Grade Level	56.8	84	56.1	83								
009067	Vivian Elementary/Middle School												
	Students Assessed		57		55								
	Students Reading Below Their Grade Level	43.9	25	27.3	15								
	Students Reading On Their Grade Level	12.3	7	21.8	12								
	Students Reading Above Their Grade Level	43.9	25	50.9	28								
009068	Walnut Hill Elementary/Middle School												
	Students Assessed		139		165								
	Students Reading Below Their Grade Level	25.2	35	11.5	19								
	Students Reading On Their Grade Level	28.8	40	41.2	68								
	Students Reading Above Their Grade Level	46.0	64	47.3	78								
009070	Werner Park Elementary School												
	Students Assessed		114		131								
	Students Reading Below Their Grade Level	53.5	61	31.3	41								
	Students Reading On Their Grade Level	18.4	21	39.7	52								
	Students Reading Above Their Grade Level	28.1	32	29.0	38								

~ = Unavailable data

Table 11b: Developmental Reading Assessment Spring Results - Grade 3
Percent and Number of Students Reading Below, On, or Above Grade Level

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009071 West Shreveport Elementary School													
	Students Assessed		70		64								
	Students Reading Below Their Grade Level	52.9	37	25.0	16								
	Students Reading On Their Grade Level	17.1	12	31.3	20								
	Students Reading Above Their Grade Level	30.0	21	43.8	28								
009072 Westwood Elementary School													
	Students Assessed		79		84								
	Students Reading Below Their Grade Level	32.9	26	33.3	28								
	Students Reading On Their Grade Level	22.8	18	26.2	22								
	Students Reading Above Their Grade Level	44.3	35	40.5	34								
009075 Turner Elementary/Middle School													
	Students Assessed		109		110								
	Students Reading Below Their Grade Level	40.4	44	22.7	25								
	Students Reading On Their Grade Level	27.5	30	26.4	29								
	Students Reading Above Their Grade Level	32.1	35	50.9	56								
009079 Keithville Elementary/Middle School													
	Students Assessed		87		78								
	Students Reading Below Their Grade Level	17.2	15	15.4	12								
	Students Reading On Their Grade Level	23.0	20	28.2	22								
	Students Reading Above Their Grade Level	59.8	52	56.4	44								
District													
	Students Assessed		3,217		3,372								
	Students Reading Below Their Grade Level	35.8	1,151	24.7	832								
	Students Reading On Their Grade Level	21.4	689	31.4	1,060								
	Students Reading Above Their Grade Level	42.8	1,377	43.9	1,480								
State (Public)													
	Students Assessed		53,469		54,201								
	Students Reading Below Their Grade Level	30.3	16,185	24.5	13,274								
	Students Reading On Their Grade Level	37.1	19,815	37.9	20,553								
	Students Reading Above Their Grade Level	32.7	17,469	37.6	20,374								

~ = Unavailable data

Criterion-Referenced Test (CRT) – LEAP 21 Test Results

The **LEAP for the 21st Century** tests (or **LEAP 21**), Louisiana's new criterion-referenced tests (CRTs) measure how well a student has mastered the State content standards. These tests, which are administered to students in grades 4 and 8, will be phased in at the high school level beginning in the spring of 2001. The old high school CRT, or the Graduation Exit Examination (GEE), is not yet administered in its new format. The old GEE will continue to be given until the new format is completely phased in. The old and new high school exit exams are further explained in the next part of the Student Achievement section. The LEAP 21 English Language Arts and Mathematics tests were first administered in the spring of 1999 with the initial administration of the Science and Social Studies tests in the spring of 2000.

The new LEAP 21 tests differ from the previous CRT tests in the areas described below.

- ◆ The LEAP 21 tests are directly aligned with the State's content standards; by law these tests must be as rigorous as those of the National Assessment of Educational Progress (NAEP).
 - The new English Language Arts tests have longer reading passages and a greater variety of item types. Some constructed-response questions require written responses to what the students read, and students in each grade must write a composition in response to a writing prompt.
 - The new Mathematics tests reflect greater difficulty, with a broader and more challenging range of test items and problem types. For example, there are open-ended problems as well as problems with more than one solution and/or more than one path to a solution.
 - The new Science tests contain multiple-choice questions that assess students' comprehension of science concepts and the process of inquiry. Short-answer items and essay questions allow students to demonstrate a deeper understanding of science and to apply scientific knowledge. Grade 4 students complete and draw conclusions from a comprehensive science task while grade 8 students respond to a written scenario.
 - The new Social Studies tests challenge students to expand their thinking across the boundaries of the four core disciplines in social studies by assessing their knowledge, conceptual

understanding, and application of skills in geography, civics, economics, and history. Some constructed-response questions require higher-order thinking in a social studies context.

- ◆ Students will no longer receive "pass/fail" but instead will receive one of five achievement ratings:
 - *Advanced*—demonstrates superior performance beyond the proficient level of mastery.
 - *Proficient*—demonstrates competency over challenging subject matter and is well-prepared for the next level of schooling.
 - *Basic*—demonstrates only the fundamental knowledge and skills needed for the next level of schooling.
 - *Approaching Basic*—partially demonstrates the fundamental knowledge and skills needed for the next level of schooling.
 - *Unsatisfactory*—does not demonstrate the fundamental knowledge and skills needed for the next level of schooling.

In the spring of 2000, the LEAP 21 tests became high stakes tests for fourth and eighth graders. To be promoted fully to the fifth or ninth grade at the end of the 1999-2000 school year, students had to score at the "Approaching Basic" achievement level or above on both the English Language Arts and the Mathematics LEAP 21 tests. Intensive summer school was offered for students who scored at the "Unsatisfactory" achievement level, with a retest opportunity at the end of the summer school session. Local school systems were given the authority to grant appeals and waivers based on certain circumstances.

All students take the LEAP 21 tests, except for students whose Individual Education Plans (IEPs) indicate that they have met the participation criteria for alternate assessment or for out-of-level assessment, which began in the 1999-2000 school year. Also, Limited English Proficient (LEP) students who are determined to be eligible for a deferment from testing are not required to take the tests.

Data Presentation

Tables 12a–12h provide LEAP 21 test results for grades 4 and 8. The tables reflect both the number and percent of students who score at each

achievement level for each subject area. Furthermore, the data presented are LEAP 21 scores for all students included in the accountability LEAP 21 index score at each school. As a result, the data in the *District Composite Report* may not match the data contained in reports issued by the testing contractor.

Differences may exist because of the following reasons. First, students with LEAP 21 index scores of zero are included in the "Unsatisfactory" achievement level. Zero scores are assigned to eligible and non-exempt students who did not take the test and to students with testing irregularities. Second, students from Option I alternative schools are included in the results of their home school. Finally, if a school had insufficient data for one grade, the presented results will include scores from the shared grade of another school.

Definition

- *Criterion-referenced tests (CRTs)*—tests that produce a score that tells how individuals/schools perform in achieving established criteria.

Data Source

The LEAP 21 results are based on student-level data provided to the Louisiana Department of Education by Data Recognition Corporation (DRC), the testing contractor for the Louisiana Educational Assessment Program for the 21st Century tests (LEAP 21) for grades 4 and 8.

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009002	Arthur Circle Elementary School												
	Advanced	0.0	0	11.5	6								
	Proficient	36.1	22	25.0	13								
	Basic	42.6	26	48.1	25								
	Approaching Basic	9.8	6	9.6	5								
	Unsatisfactory	11.5	7	5.8	3								
009003	Atkins Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.8	1	1.0	1								
	Basic	23.3	28	17.1	18								
	Approaching Basic	32.5	39	29.5	31								
	Unsatisfactory	43.3	52	52.4	55								
009004	Barret Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	4.0	1	4.5	1								
	Basic	24.0	6	36.4	8								
	Approaching Basic	16.0	4	27.3	6								
	Unsatisfactory	56.0	14	31.8	7								
009006	Blanchard Elementary School												
	Advanced	0.0	0	1.6	1								
	Proficient	8.8	6	20.6	13								
	Basic	48.5	33	49.2	31								
	Approaching Basic	16.2	11	19.0	12								
	Unsatisfactory	26.5	18	9.5	6								
009010	Caddo School for Exceptional Children												
	Advanced	~	~	0.0	0								
	Proficient	~	~	0.0	0								
	Basic	~	~	33.3	1								
	Approaching Basic	~	~	0.0	0								
	Unsatisfactory	~	~	66.7	2								

~ = Unavailable Data

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009011	Caddo Heights Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	4.0	4	1.2	1								
	Basic	14.1	14	16.9	14								
	Approaching Basic	34.3	34	32.5	27								
	Unsatisfactory	47.5	47	49.4	41								
009014	Central Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	13.0	3	3.8	1								
	Basic	17.4	4	7.7	2								
	Approaching Basic	34.8	8	42.3	11								
	Unsatisfactory	34.8	8	46.2	12								
009015	Cherokee Park Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	1.8	1	2.9	2								
	Basic	33.3	19	15.7	11								
	Approaching Basic	24.6	14	34.3	24								
	Unsatisfactory	40.4	23	47.1	33								
009016	Claiborne Fundamental Elementary School												
	Advanced	1.9	1	3.2	2								
	Proficient	16.7	9	22.6	14								
	Basic	70.4	38	58.1	36								
	Approaching Basic	11.1	6	16.1	10								
	Unsatisfactory	0.0	0	0.0	0								
009018	Creswell Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	9.1	8	4.9	4								
	Basic	30.7	27	25.9	21								
	Approaching Basic	26.1	23	27.2	22								
	Unsatisfactory	34.1	30	42.0	34								

~ = Unavailable Data

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009019	Eden Gardens Fundamental Elementary School												
	Advanced	5.2	4	2.9	2								
	Proficient	37.7	29	57.1	40								
	Basic	51.9	40	37.1	26								
	Approaching Basic	3.9	3	2.9	2								
	Unsatisfactory	1.3	1	0.0	0								
009023	Fairfield Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	2.9	1								
	Basic	15.2	5	31.4	11								
	Approaching Basic	24.2	8	37.1	13								
	Unsatisfactory	60.6	20	28.6	10								
009024	Forest Hill Elementary School												
	Advanced	0.8	1	6.3	7								
	Proficient	25.6	33	21.4	24								
	Basic	46.5	60	54.5	61								
	Approaching Basic	17.1	22	14.3	16								
	Unsatisfactory	10.1	13	3.6	4								
009027	Herndon Magnet School												
	Advanced	2.5	3	1.8	2								
	Proficient	18.3	22	29.2	33								
	Basic	62.5	75	46.9	53								
	Approaching Basic	13.3	16	20.4	23								
	Unsatisfactory	3.3	4	1.8	2								
009028	Hillsdale Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	6.1	5	6.7	6								
	Basic	41.5	34	40.4	36								
	Approaching Basic	29.3	24	36.0	32								
	Unsatisfactory	23.2	19	16.9	15								

~ = Unavailable Data

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009030	Hosston Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	6.9	2	9.1	1								
	Basic	48.3	14	63.6	7								
	Approaching Basic	3.4	1	18.2	2								
	Unsatisfactory	41.4	12	9.1	1								
009032	Ingersoll Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	26.5	13	19.0	8								
	Approaching Basic	24.5	12	19.0	8								
	Unsatisfactory	49.0	24	61.9	26								
009033	Judson Fundamental Elementary School												
	Advanced	2.2	2	5.1	4								
	Proficient	35.6	32	39.2	31								
	Basic	51.1	46	40.5	32								
	Approaching Basic	6.7	6	15.2	12								
	Unsatisfactory	4.4	4	0.0	0								
009034	Lakeshore Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	1.2	1	9.2	9								
	Basic	27.7	23	30.6	30								
	Approaching Basic	31.3	26	33.7	33								
	Unsatisfactory	39.8	33	26.5	26								
009040	Mooringsport Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	3.2	1	5.9	2								
	Basic	41.9	13	47.1	16								
	Approaching Basic	38.7	12	20.6	7								
	Unsatisfactory	16.1	5	26.5	9								

~ = Unavailable Data

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009043	North Highlands Elementary School												
	Advanced	0.0	0	1.5	1								
	Proficient	13.9	11	14.7	10								
	Basic	46.8	37	33.8	23								
	Approaching Basic	25.3	20	25.0	17								
	Unsatisfactory	13.9	11	25.0	17								
009044	Northside Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	2.6	1	6.8	4								
	Basic	25.6	10	27.1	16								
	Approaching Basic	38.5	15	37.3	22								
	Unsatisfactory	33.3	13	28.8	17								
009046	Oak Park Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	14.3	10	17.9	14								
	Approaching Basic	22.9	16	35.9	28								
	Unsatisfactory	62.9	44	46.2	36								
009048	Oil City Elementary/Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	5.9	1	23.8	5								
	Approaching Basic	58.8	10	42.9	9								
	Unsatisfactory	35.3	6	33.3	7								
009049	George P. Hendrix Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	30.0	6	10.0	2								
	Approaching Basic	30.0	6	40.0	8								
	Unsatisfactory	40.0	8	50.0	10								

~ = Unavailable Data

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009050	Pine Grove Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	13.3	8	14.6	7								
	Basic	43.3	26	43.8	21								
	Approaching Basic	23.3	14	31.3	15								
	Unsatisfactory	20.0	12	10.4	5								
009051	Queensborough Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	1.7	1	0.0	0								
	Basic	17.2	10	23.2	16								
	Approaching Basic	19.0	11	24.6	17								
	Unsatisfactory	62.1	36	52.2	36								
009053	Riverside Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	32.7	18	26.0	19								
	Basic	52.7	29	53.4	39								
	Approaching Basic	10.9	6	11.0	8								
	Unsatisfactory	3.6	2	9.6	7								
009055	Shreve Island Elementary School												
	Advanced	3.2	3	2.2	2								
	Proficient	33.7	32	18.9	17								
	Basic	46.3	44	47.8	43								
	Approaching Basic	11.6	11	18.9	17								
	Unsatisfactory	5.3	5	12.2	11								
009056	Newton Smith Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	2.0	1	12.8	5								
	Basic	26.0	13	23.1	9								
	Approaching Basic	22.0	11	43.6	17								
	Unsatisfactory	50.0	25	20.5	8								

~ = Unavailable Data

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009057	South Highlands Elementary Magnet School												
	Advanced	21.8	17	30.7	23								
	Proficient	56.4	44	38.7	29								
	Basic	20.5	16	26.7	20								
	Approaching Basic	1.3	1	4.0	3								
	Unsatisfactory	0.0	0	0.0	0								
009058	Southern Hills Elementary School												
	Advanced	0.0	0	2.7	3								
	Proficient	19.5	17	13.5	15								
	Basic	37.9	33	45.0	50								
	Approaching Basic	24.1	21	25.2	28								
	Unsatisfactory	18.4	16	13.5	15								
009060	A. C. Steere Elementary School												
	Advanced	3.9	3	5.6	4								
	Proficient	38.2	29	37.5	27								
	Basic	40.8	31	41.7	30								
	Approaching Basic	15.8	12	11.1	8								
	Unsatisfactory	1.3	1	4.2	3								
009061	E.B. Williams Stoner Hill Elem Lab School												
	Advanced	0.0	0	1.3	1								
	Proficient	10.5	8	15.8	12								
	Basic	34.2	26	26.3	20								
	Approaching Basic	30.3	23	30.3	23								
	Unsatisfactory	25.0	19	26.3	20								
009062	Summer Grove Elementary School												
	Advanced	1.3	1	0.0	0								
	Proficient	14.3	11	13.3	16								
	Basic	35.1	27	40.8	49								
	Approaching Basic	26.0	20	29.2	35								
	Unsatisfactory	23.4	18	16.7	20								

~ = Unavailable Data

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009063	Summerfield Elementary School												
	Advanced	3.4	3	2.1	2								
	Proficient	22.7	20	24.0	23								
	Basic	45.5	40	53.1	51								
	Approaching Basic	22.7	20	16.7	16								
	Unsatisfactory	5.7	5	4.2	4								
009064	Sunset Acres Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	6.6	6	5.6	5								
	Basic	36.3	33	41.1	37								
	Approaching Basic	30.8	28	26.7	24								
	Unsatisfactory	26.4	24	26.7	24								
009065	Jack P. Timmons Elementary School												
	Advanced	5.6	2	5.9	2								
	Proficient	11.1	4	5.9	2								
	Basic	50.0	18	35.3	12								
	Approaching Basic	25.0	9	38.2	13								
	Unsatisfactory	8.3	3	14.7	5								
009066	University Elementary School												
	Advanced	1.6	2	9.3	15								
	Proficient	40.6	52	31.1	50								
	Basic	42.2	54	37.9	61								
	Approaching Basic	9.4	12	14.3	23								
	Unsatisfactory	6.3	8	7.5	12								
009067	Vivian Elementary/Middle School												
	Advanced	0.0	0	1.4	1								
	Proficient	12.7	9	14.5	10								
	Basic	36.6	26	40.6	28								
	Approaching Basic	28.2	20	27.5	19								
	Unsatisfactory	22.5	16	15.9	11								

~ = Unavailable Data

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009068	Walnut Hill Elementary/Middle School												
	Advanced	3.8	6	1.3	2								
	Proficient	23.1	37	22.0	35								
	Basic	39.4	63	44.7	71								
	Approaching Basic	21.3	34	19.5	31								
	Unsatisfactory	12.5	20	12.6	20								
009070	Werner Park Elementary School												
	Advanced	0.0	0	0.8	1								
	Proficient	1.6	2	0.0	0								
	Basic	21.0	26	16.1	19								
	Approaching Basic	36.3	45	30.5	36								
	Unsatisfactory	41.1	51	52.5	62								
009071	West Shreveport Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	5.5	4	2.7	2								
	Basic	31.5	23	29.3	22								
	Approaching Basic	32.9	24	37.3	28								
	Unsatisfactory	30.1	22	30.7	23								
009072	Westwood Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	4.2	3	3.9	3								
	Basic	29.6	21	37.7	29								
	Approaching Basic	28.2	20	27.3	21								
	Unsatisfactory	38.0	27	31.2	24								
009075	Turner Elementary/Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	6.0	7	6.5	8								
	Basic	31.9	37	37.9	47								
	Approaching Basic	35.3	41	35.5	44								
	Unsatisfactory	26.7	31	20.2	25								

~ = Unavailable Data

Table 12a: LEAP 21 Test Results - Grade 4 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009079	Keithville Elementary/Middle School												
	Advanced	1.0	1	1.0	1								
	Proficient	12.6	13	15.2	15								
	Basic	43.7	45	43.4	43								
	Approaching Basic	26.2	27	27.3	27								
	Unsatisfactory	16.5	17	13.1	13								
District													
	Advanced	1.5	49	2.4	82								
	Proficient	15.6	518	15.2	511								
	Basic	36.9	1,223	36.3	1,224								
	Approaching Basic	22.7	752	24.7	833								
	Unsatisfactory	23.3	774	21.4	720								
State													
	Advanced	1.4	797	1.8	1,002								
	Proficient	14.7	8,451	14.4	8,114								
	Basic	39.0	22,376	39.4	22,230								
	Approaching Basic	24.1	13,845	24.8	13,993								
	Unsatisfactory	20.7	11,872	19.7	11,111								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009002	Arthur Circle Elementary School												
	Advanced	1.6	1	0.0	0								
	Proficient	19.7	12	13.5	7								
	Basic	52.5	32	50.0	26								
	Approaching Basic	13.1	8	25.0	13								
	Unsatisfactory	13.1	8	11.5	6								
009003	Atkins Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.8	1	2.9	3								
	Basic	10.1	12	15.2	16								
	Approaching Basic	22.7	27	20.0	21								
	Unsatisfactory	66.4	79	61.9	65								
009004	Barret Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	4.5	1								
	Basic	8.0	2	27.3	6								
	Approaching Basic	16.0	4	40.9	9								
	Unsatisfactory	76.0	19	27.3	6								
009006	Blanchard Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	4.4	3	9.5	6								
	Basic	38.2	26	47.6	30								
	Approaching Basic	26.5	18	27.0	17								
	Unsatisfactory	30.9	21	15.9	10								
009010	Caddo School for Exceptional Children												
	Advanced	~	~	0.0	0								
	Proficient	~	~	0.0	0								
	Basic	~	~	0.0	0								
	Approaching Basic	~	~	0.0	0								
	Unsatisfactory	~	~	100.0	3								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009011	Caddo Heights Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	1.0	1	0.0	0								
	Basic	7.1	7	10.8	9								
	Approaching Basic	14.1	14	14.5	12								
	Unsatisfactory	77.8	77	74.7	62								
009014	Central Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	4.3	1	0.0	0								
	Basic	13.0	3	11.5	3								
	Approaching Basic	13.0	3	15.4	4								
	Unsatisfactory	69.6	16	73.1	19								
009015	Cherokee Park Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	1.8	1	0.0	0								
	Basic	14.0	8	10.0	7								
	Approaching Basic	26.3	15	28.6	20								
	Unsatisfactory	57.9	33	61.4	43								
009016	Claiborne Fundamental Elementary School												
	Advanced	0.0	0	6.5	4								
	Proficient	9.3	5	11.3	7								
	Basic	51.9	28	59.7	37								
	Approaching Basic	31.5	17	16.1	10								
	Unsatisfactory	7.4	4	6.5	4								
009018	Creswell Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	2.3	2	2.5	2								
	Basic	26.1	23	29.6	24								
	Approaching Basic	23.9	21	19.8	16								
	Unsatisfactory	47.7	42	48.1	39								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009019	Eden Gardens Fundamental Elementary School												
	Advanced	11.8	9	14.3	10								
	Proficient	40.8	31	50.0	35								
	Basic	39.5	30	35.7	25								
	Approaching Basic	5.3	4	0.0	0								
	Unsatisfactory	2.6	2	0.0	0								
009023	Fairfield Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	9.1	3	22.9	8								
	Approaching Basic	21.2	7	22.9	8								
	Unsatisfactory	69.7	23	54.3	19								
009024	Forest Hill Elementary School												
	Advanced	5.4	7	5.4	6								
	Proficient	15.5	20	20.5	23								
	Basic	45.7	59	50.0	56								
	Approaching Basic	17.8	23	16.1	18								
	Unsatisfactory	15.5	20	8.0	9								
009027	Herndon Magnet School												
	Advanced	3.3	4	4.4	5								
	Proficient	8.3	10	15.9	18								
	Basic	57.5	69	49.6	56								
	Approaching Basic	22.5	27	18.6	21								
	Unsatisfactory	8.3	10	11.5	13								
009028	Hillsdale Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	4.5	4								
	Basic	28.0	23	29.2	26								
	Approaching Basic	28.0	23	30.3	27								
	Unsatisfactory	43.9	36	36.0	32								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009030	Hosston Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	20.7	6	36.4	4								
	Approaching Basic	37.9	11	54.5	6								
	Unsatisfactory	41.4	12	9.1	1								
009032	Ingersoll Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	4.1	2	2.4	1								
	Basic	14.3	7	19.0	8								
	Approaching Basic	26.5	13	21.4	9								
	Unsatisfactory	55.1	27	57.1	24								
009033	Judson Fundamental Elementary School												
	Advanced	7.8	7	2.5	2								
	Proficient	18.9	17	22.8	18								
	Basic	54.4	49	50.6	40								
	Approaching Basic	11.1	10	17.7	14								
	Unsatisfactory	7.8	7	6.3	5								
009034	Lakeshore Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	2.4	2	6.1	6								
	Basic	31.3	26	20.4	20								
	Approaching Basic	25.3	21	27.6	27								
	Unsatisfactory	41.0	34	45.9	45								
009040	Mooringsport Elementary School												
	Advanced	0.0	0	2.9	1								
	Proficient	0.0	0	11.8	4								
	Basic	35.5	11	29.4	10								
	Approaching Basic	29.0	9	35.3	12								
	Unsatisfactory	35.5	11	20.6	7								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009043	North Highlands Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	16.5	13	5.9	4								
	Basic	36.7	29	36.8	25								
	Approaching Basic	20.3	16	25.0	17								
	Unsatisfactory	26.6	21	32.4	22								
009044	Northside Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	7.7	3	8.5	5								
	Basic	23.1	9	11.9	7								
	Approaching Basic	12.8	5	25.4	15								
	Unsatisfactory	56.4	22	54.2	32								
009046	Oak Park Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	8.6	6	10.3	8								
	Approaching Basic	21.4	15	34.6	27								
	Unsatisfactory	70.0	49	55.1	43								
009048	Oil City Elementary/Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	0.0	0	9.5	2								
	Approaching Basic	23.5	4	33.3	7								
	Unsatisfactory	76.5	13	57.1	12								
009049	George P. Hendrix Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	25.0	5	0.0	0								
	Approaching Basic	40.0	8	20.0	4								
	Unsatisfactory	35.0	7	80.0	16								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009050	Pine Grove Elementary School												
	Advanced	1.7	1	4.2	2								
	Proficient	3.3	2	25.0	12								
	Basic	26.7	16	50.0	24								
	Approaching Basic	21.7	13	10.4	5								
	Unsatisfactory	46.7	28	10.4	5								
009051	Queensborough Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	1.7	1	0.0	0								
	Basic	6.9	4	15.9	11								
	Approaching Basic	24.1	14	21.7	15								
	Unsatisfactory	67.2	39	62.3	43								
009053	Riverside Elementary School												
	Advanced	1.8	1	2.7	2								
	Proficient	20.0	11	20.5	15								
	Basic	41.8	23	46.6	34								
	Approaching Basic	20.0	11	16.4	12								
	Unsatisfactory	16.4	9	13.7	10								
009055	Shreve Island Elementary School												
	Advanced	8.4	8	2.2	2								
	Proficient	17.9	17	11.1	10								
	Basic	46.3	44	47.8	43								
	Approaching Basic	23.2	22	18.9	17								
	Unsatisfactory	4.2	4	20.0	18								
009056	Newton Smith Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	2.0	1	5.1	2								
	Basic	20.0	10	33.3	13								
	Approaching Basic	22.0	11	20.5	8								
	Unsatisfactory	56.0	28	41.0	16								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009057	South Highlands Elementary Magnet School												
	Advanced	32.1	25	32.0	24								
	Proficient	28.2	22	36.0	27								
	Basic	35.9	28	29.3	22								
	Approaching Basic	2.6	2	2.7	2								
	Unsatisfactory	1.3	1	0.0	0								
009058	Southern Hills Elementary School												
	Advanced	3.4	3	0.0	0								
	Proficient	10.3	9	9.0	10								
	Basic	31.0	27	36.0	40								
	Approaching Basic	19.5	17	28.8	32								
	Unsatisfactory	35.6	31	26.1	29								
009060	A. C. Steere Elementary School												
	Advanced	6.6	5	5.6	4								
	Proficient	22.4	17	30.6	22								
	Basic	48.7	37	44.4	32								
	Approaching Basic	15.8	12	19.4	14								
	Unsatisfactory	6.6	5	0.0	0								
009061	E.B. Williams Stoner Hill Elem Lab School												
	Advanced	0.0	0	1.3	1								
	Proficient	3.9	3	3.9	3								
	Basic	23.7	18	38.2	29								
	Approaching Basic	31.6	24	25.0	19								
	Unsatisfactory	40.8	31	31.6	24								
009062	Summer Grove Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	6.5	5	4.2	5								
	Basic	29.9	23	43.3	52								
	Approaching Basic	19.5	15	30.0	36								
	Unsatisfactory	44.2	34	22.5	27								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009063	Summerfield Elementary School												
	Advanced	4.5	4	2.1	2								
	Proficient	8.0	7	15.6	15								
	Basic	39.8	35	56.3	54								
	Approaching Basic	25.0	22	12.5	12								
	Unsatisfactory	22.7	20	13.5	13								
009064	Sunset Acres Elementary School												
	Advanced	2.2	2	0.0	0								
	Proficient	1.1	1	10.0	9								
	Basic	31.9	29	42.2	38								
	Approaching Basic	22.0	20	23.3	21								
	Unsatisfactory	42.9	39	24.4	22								
009065	Jack P. Timmons Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	2.8	1	11.8	4								
	Basic	36.1	13	29.4	10								
	Approaching Basic	33.3	12	32.4	11								
	Unsatisfactory	27.8	10	26.5	9								
009066	University Elementary School												
	Advanced	1.6	2	4.3	7								
	Proficient	14.8	19	16.8	27								
	Basic	50.8	65	47.2	76								
	Approaching Basic	18.8	24	18.6	30								
	Unsatisfactory	14.1	18	13.0	21								
009067	Vivian Elementary/Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	2.8	2	13.0	9								
	Basic	32.4	23	36.2	25								
	Approaching Basic	29.6	21	21.7	15								
	Unsatisfactory	35.2	25	29.0	20								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009068	Walnut Hill Elementary/Middle School												
	Advanced	3.8	6	1.9	3								
	Proficient	13.1	21	17.0	27								
	Basic	39.4	63	52.2	83								
	Approaching Basic	23.1	37	17.6	28								
	Unsatisfactory	20.6	33	11.3	18								
009070	Werner Park Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	1.6	2	0.0	0								
	Basic	6.5	8	12.7	15								
	Approaching Basic	19.4	24	25.4	30								
	Unsatisfactory	72.6	90	61.9	73								
009071	West Shreveport Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	5.4	4	4.0	3								
	Basic	16.2	12	30.7	23								
	Approaching Basic	29.7	22	30.7	23								
	Unsatisfactory	48.6	36	34.7	26								
009072	Westwood Elementary School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	1.3	1								
	Basic	25.4	18	20.8	16								
	Approaching Basic	31.0	22	26.0	20								
	Unsatisfactory	43.7	31	51.9	40								
009075	Turner Elementary/Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	2.6	3	1.6	2								
	Basic	20.7	24	20.2	25								
	Approaching Basic	16.4	19	33.9	42								
	Unsatisfactory	60.3	70	44.4	55								

~ = Unavailable Data

Table 12b: LEAP 21 Test Results - Grade 4 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009079	Keithville Elementary/Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	2.9	3	4.0	4								
	Basic	39.2	40	31.3	31								
	Approaching Basic	22.5	23	39.4	39								
	Unsatisfactory	35.3	36	25.3	25								
District													
	Advanced	2.6	85	2.2	75								
	Proficient	8.3	275	10.4	351								
	Basic	31.2	1,033	34.1	1,149								
	Approaching Basic	21.4	710	22.7	765								
	Unsatisfactory	36.5	1,211	30.6	1,030								
State													
	Advanced	1.7	1,003	1.6	884								
	Proficient	7.8	4,473	10.0	5,631								
	Basic	31.7	18,157	37.2	20,980								
	Approaching Basic	24.0	13,755	23.0	12,981								
	Unsatisfactory	34.8	19,931	28.3	15,960								

~ = Unavailable Data

Table 12c: LEAP 21 Test Results - Grade 4 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009002	Arthur Circle Elementary School												
	Advanced	N/A	N/A	7.8	4								
	Proficient	N/A	N/A	31.4	16								
	Basic	N/A	N/A	43.1	22								
	Approaching Basic	N/A	N/A	15.7	8								
	Unsatisfactory	N/A	N/A	2.0	1								
009003	Atkins Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	10.5	11								
	Approaching Basic	N/A	N/A	38.1	40								
	Unsatisfactory	N/A	N/A	51.4	54								
009004	Barret Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	36.4	8								
	Approaching Basic	N/A	N/A	40.9	9								
	Unsatisfactory	N/A	N/A	22.7	5								
009006	Blanchard Elementary School												
	Advanced	N/A	N/A	4.8	3								
	Proficient	N/A	N/A	33.3	21								
	Basic	N/A	N/A	41.3	26								
	Approaching Basic	N/A	N/A	15.9	10								
	Unsatisfactory	N/A	N/A	4.8	3								
009010	Caddo School for Exceptional Children												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	33.3	1								
	Basic	N/A	N/A	0.0	0								
	Approaching Basic	N/A	N/A	0.0	0								
	Unsatisfactory	N/A	N/A	66.7	2								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12c: LEAP 21 Test Results - Grade 4 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009011	Caddo Heights Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	14.5	12								
	Approaching Basic	N/A	N/A	43.4	36								
	Unsatisfactory	N/A	N/A	42.2	35								
009014	Central Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	3.8	1								
	Approaching Basic	N/A	N/A	38.5	10								
	Unsatisfactory	N/A	N/A	57.7	15								
009015	Cherokee Park Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	15.7	11								
	Approaching Basic	N/A	N/A	48.6	34								
	Unsatisfactory	N/A	N/A	35.7	25								
009016	Claiborne Fundamental Elementary School												
	Advanced	N/A	N/A	1.6	1								
	Proficient	N/A	N/A	11.3	7								
	Basic	N/A	N/A	56.5	35								
	Approaching Basic	N/A	N/A	27.4	17								
	Unsatisfactory	N/A	N/A	3.2	2								
009018	Creswell Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.2	1								
	Basic	N/A	N/A	21.0	17								
	Approaching Basic	N/A	N/A	45.7	37								
	Unsatisfactory	N/A	N/A	32.1	26								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12c: LEAP 21 Test Results - Grade 4 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009019	Eden Gardens Fundamental Elementary School												
	Advanced	N/A	N/A	5.7	4								
	Proficient	N/A	N/A	48.6	34								
	Basic	N/A	N/A	45.7	32								
	Approaching Basic	N/A	N/A	0.0	0								
	Unsatisfactory	N/A	N/A	0.0	0								
009023	Fairfield Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	2.9	1								
	Basic	N/A	N/A	17.1	6								
	Approaching Basic	N/A	N/A	51.4	18								
	Unsatisfactory	N/A	N/A	28.6	10								
009024	Forest Hill Elementary School												
	Advanced	N/A	N/A	2.7	3								
	Proficient	N/A	N/A	17.9	20								
	Basic	N/A	N/A	60.7	68								
	Approaching Basic	N/A	N/A	15.2	17								
	Unsatisfactory	N/A	N/A	3.6	4								
009027	Herndon Magnet School												
	Advanced	N/A	N/A	3.5	4								
	Proficient	N/A	N/A	15.9	18								
	Basic	N/A	N/A	50.4	57								
	Approaching Basic	N/A	N/A	27.4	31								
	Unsatisfactory	N/A	N/A	2.7	3								
009028	Hillsdale Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.1	1								
	Basic	N/A	N/A	43.8	39								
	Approaching Basic	N/A	N/A	37.1	33								
	Unsatisfactory	N/A	N/A	18.0	16								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12c: LEAP 21 Test Results - Grade 4 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009030	Hosston Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	9.1	1								
	Approaching Basic	N/A	N/A	63.6	7								
	Unsatisfactory	N/A	N/A	27.3	3								
009032	Ingersoll Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	2.4	1								
	Approaching Basic	N/A	N/A	33.3	14								
	Unsatisfactory	N/A	N/A	64.3	27								
009033	Judson Fundamental Elementary School												
	Advanced	N/A	N/A	1.3	1								
	Proficient	N/A	N/A	17.7	14								
	Basic	N/A	N/A	62.0	49								
	Approaching Basic	N/A	N/A	13.9	11								
	Unsatisfactory	N/A	N/A	5.1	4								
009034	Lakeshore Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	4.1	4								
	Basic	N/A	N/A	23.5	23								
	Approaching Basic	N/A	N/A	38.8	38								
	Unsatisfactory	N/A	N/A	33.7	33								
009040	Mooringsport Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	11.8	4								
	Basic	N/A	N/A	47.1	16								
	Approaching Basic	N/A	N/A	32.4	11								
	Unsatisfactory	N/A	N/A	8.8	3								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12c: LEAP 21 Test Results - Grade 4 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009043	North Highlands Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	7.4	5								
	Basic	N/A	N/A	60.3	41								
	Approaching Basic	N/A	N/A	20.6	14								
	Unsatisfactory	N/A	N/A	11.8	8								
009044	Northside Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.7	1								
	Basic	N/A	N/A	15.3	9								
	Approaching Basic	N/A	N/A	61.0	36								
	Unsatisfactory	N/A	N/A	22.0	13								
009046	Oak Park Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	2.6	2								
	Basic	N/A	N/A	14.1	11								
	Approaching Basic	N/A	N/A	48.7	38								
	Unsatisfactory	N/A	N/A	34.6	27								
009048	Oil City Elementary/Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	4.8	1								
	Basic	N/A	N/A	33.3	7								
	Approaching Basic	N/A	N/A	38.1	8								
	Unsatisfactory	N/A	N/A	23.8	5								
009049	George P. Hendrix Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	5.0	1								
	Approaching Basic	N/A	N/A	50.0	10								
	Unsatisfactory	N/A	N/A	45.0	9								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12c: LEAP 21 Test Results - Grade 4 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009050	Pine Grove Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	6.3	3								
	Basic	N/A	N/A	39.6	19								
	Approaching Basic	N/A	N/A	39.6	19								
	Unsatisfactory	N/A	N/A	14.6	7								
009051	Queensborough Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	18.8	13								
	Approaching Basic	N/A	N/A	36.2	25								
	Unsatisfactory	N/A	N/A	44.9	31								
009053	Riverside Elementary School												
	Advanced	N/A	N/A	2.7	2								
	Proficient	N/A	N/A	23.3	17								
	Basic	N/A	N/A	54.8	40								
	Approaching Basic	N/A	N/A	13.7	10								
	Unsatisfactory	N/A	N/A	5.5	4								
009055	Shreve Island Elementary School												
	Advanced	N/A	N/A	6.7	6								
	Proficient	N/A	N/A	20.0	18								
	Basic	N/A	N/A	43.3	39								
	Approaching Basic	N/A	N/A	25.6	23								
	Unsatisfactory	N/A	N/A	4.4	4								
009056	Newton Smith Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	23.1	9								
	Approaching Basic	N/A	N/A	53.8	21								
	Unsatisfactory	N/A	N/A	23.1	9								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12c: LEAP 21 Test Results - Grade 4 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009057	South Highlands Elementary Magnet School												
	Advanced	N/A	N/A	6.7	5								
	Proficient	N/A	N/A	48.0	36								
	Basic	N/A	N/A	44.0	33								
	Approaching Basic	N/A	N/A	1.3	1								
	Unsatisfactory	N/A	N/A	0.0	0								
009058	Southern Hills Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	8.1	9								
	Basic	N/A	N/A	54.1	60								
	Approaching Basic	N/A	N/A	29.7	33								
	Unsatisfactory	N/A	N/A	8.1	9								
009060	A. C. Steere Elementary School												
	Advanced	N/A	N/A	19.4	14								
	Proficient	N/A	N/A	41.7	30								
	Basic	N/A	N/A	25.0	18								
	Approaching Basic	N/A	N/A	9.7	7								
	Unsatisfactory	N/A	N/A	4.2	3								
009061	E.B. Williams Stoner Hill Elem Lab School												
	Advanced	N/A	N/A	1.3	1								
	Proficient	N/A	N/A	3.9	3								
	Basic	N/A	N/A	27.6	21								
	Approaching Basic	N/A	N/A	42.1	32								
	Unsatisfactory	N/A	N/A	25.0	19								
009062	Summer Grove Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	5.8	7								
	Basic	N/A	N/A	47.5	57								
	Approaching Basic	N/A	N/A	34.2	41								
	Unsatisfactory	N/A	N/A	12.5	15								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12c: LEAP 21 Test Results - Grade 4 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009063	Summerfield Elementary School												
	Advanced	N/A	N/A	2.1	2								
	Proficient	N/A	N/A	25.0	24								
	Basic	N/A	N/A	44.8	43								
	Approaching Basic	N/A	N/A	25.0	24								
	Unsatisfactory	N/A	N/A	3.1	3								
009064	Sunset Acres Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	2.2	2								
	Basic	N/A	N/A	31.1	28								
	Approaching Basic	N/A	N/A	38.9	35								
	Unsatisfactory	N/A	N/A	27.8	25								
009065	Jack P. Timmons Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	20.6	7								
	Basic	N/A	N/A	41.2	14								
	Approaching Basic	N/A	N/A	35.3	12								
	Unsatisfactory	N/A	N/A	2.9	1								
009066	University Elementary School												
	Advanced	N/A	N/A	3.7	6								
	Proficient	N/A	N/A	32.9	53								
	Basic	N/A	N/A	40.4	65								
	Approaching Basic	N/A	N/A	18.0	29								
	Unsatisfactory	N/A	N/A	5.0	8								
009067	Vivian Elementary/Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	15.9	11								
	Basic	N/A	N/A	27.5	19								
	Approaching Basic	N/A	N/A	34.8	24								
	Unsatisfactory	N/A	N/A	21.7	15								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12c: LEAP 21 Test Results - Grade 4 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009068	Walnut Hill Elementary/Middle School												
	Advanced	N/A	N/A	3.1	5								
	Proficient	N/A	N/A	17.6	28								
	Basic	N/A	N/A	45.3	72								
	Approaching Basic	N/A	N/A	26.4	42								
	Unsatisfactory	N/A	N/A	7.5	12								
009070	Werner Park Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.8	1								
	Basic	N/A	N/A	7.6	9								
	Approaching Basic	N/A	N/A	41.5	49								
	Unsatisfactory	N/A	N/A	50.0	59								
009071	West Shreveport Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	36.0	27								
	Approaching Basic	N/A	N/A	48.0	36								
	Unsatisfactory	N/A	N/A	16.0	12								
009072	Westwood Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	3.9	3								
	Basic	N/A	N/A	31.2	24								
	Approaching Basic	N/A	N/A	40.3	31								
	Unsatisfactory	N/A	N/A	24.7	19								
009075	Turner Elementary/Middle School												
	Advanced	N/A	N/A	0.8	1								
	Proficient	N/A	N/A	3.2	4								
	Basic	N/A	N/A	31.5	39								
	Approaching Basic	N/A	N/A	46.8	58								
	Unsatisfactory	N/A	N/A	17.7	22								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12c: LEAP 21 Test Results - Grade 4 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009079	Keithville Elementary/Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	18.2	18								
	Basic	N/A	N/A	41.4	41								
	Approaching Basic	N/A	N/A	30.3	30								
	Unsatisfactory	N/A	N/A	10.1	10								
District													
	Advanced	N/A	N/A	1.8	62								
	Proficient	N/A	N/A	12.6	425								
	Basic	N/A	N/A	35.4	1,194								
	Approaching Basic	N/A	N/A	31.7	1,069								
	Unsatisfactory	N/A	N/A	18.4	619								
State													
	Advanced	N/A	N/A	1.1	638								
	Proficient	N/A	N/A	10.9	6,156								
	Basic	N/A	N/A	39.6	22,330								
	Approaching Basic	N/A	N/A	30.1	16,990								
	Unsatisfactory	N/A	N/A	18.2	10,288								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009002	Arthur Circle Elementary School												
	Advanced	N/A	N/A	2.0	1								
	Proficient	N/A	N/A	23.5	12								
	Basic	N/A	N/A	68.6	35								
	Approaching Basic	N/A	N/A	2.0	1								
	Unsatisfactory	N/A	N/A	3.9	2								
009003	Atkins Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	18.1	19								
	Approaching Basic	N/A	N/A	29.5	31								
	Unsatisfactory	N/A	N/A	52.4	55								
009004	Barret Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	27.3	6								
	Approaching Basic	N/A	N/A	36.4	8								
	Unsatisfactory	N/A	N/A	36.4	8								
009006	Blanchard Elementary School												
	Advanced	N/A	N/A	3.2	2								
	Proficient	N/A	N/A	17.5	11								
	Basic	N/A	N/A	58.7	37								
	Approaching Basic	N/A	N/A	12.7	8								
	Unsatisfactory	N/A	N/A	7.9	5								
009010	Caddo School for Exceptional Children												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	33.3	1								
	Approaching Basic	N/A	N/A	0.0	0								
	Unsatisfactory	N/A	N/A	66.7	2								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009011	Caddo Heights Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	25.3	21								
	Approaching Basic	N/A	N/A	32.5	27								
	Unsatisfactory	N/A	N/A	42.2	35								
009014	Central Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	11.5	3								
	Approaching Basic	N/A	N/A	30.8	8								
	Unsatisfactory	N/A	N/A	57.7	15								
009015	Cherokee Park Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	11.4	8								
	Approaching Basic	N/A	N/A	35.7	25								
	Unsatisfactory	N/A	N/A	52.9	37								
009016	Claiborne Fundamental Elementary School												
	Advanced	N/A	N/A	1.6	1								
	Proficient	N/A	N/A	17.7	11								
	Basic	N/A	N/A	64.5	40								
	Approaching Basic	N/A	N/A	12.9	8								
	Unsatisfactory	N/A	N/A	3.2	2								
009018	Creswell Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.2	1								
	Basic	N/A	N/A	34.6	28								
	Approaching Basic	N/A	N/A	29.6	24								
	Unsatisfactory	N/A	N/A	34.6	28								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009019	Eden Gardens Fundamental Elementary School												
	Advanced	N/A	N/A	5.7	4								
	Proficient	N/A	N/A	42.9	30								
	Basic	N/A	N/A	50.0	35								
	Approaching Basic	N/A	N/A	1.4	1								
	Unsatisfactory	N/A	N/A	0.0	0								
009023	Fairfield Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	2.9	1								
	Basic	N/A	N/A	11.4	4								
	Approaching Basic	N/A	N/A	34.3	12								
	Unsatisfactory	N/A	N/A	51.4	18								
009024	Forest Hill Elementary School												
	Advanced	N/A	N/A	1.8	2								
	Proficient	N/A	N/A	20.5	23								
	Basic	N/A	N/A	56.3	63								
	Approaching Basic	N/A	N/A	15.2	17								
	Unsatisfactory	N/A	N/A	6.3	7								
009027	Herndon Magnet School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	10.6	12								
	Basic	N/A	N/A	58.4	66								
	Approaching Basic	N/A	N/A	25.7	29								
	Unsatisfactory	N/A	N/A	5.3	6								
009028	Hillsdale Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	2.2	2								
	Basic	N/A	N/A	44.9	40								
	Approaching Basic	N/A	N/A	33.7	30								
	Unsatisfactory	N/A	N/A	19.1	17								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009030	Hosston Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	18.2	2								
	Approaching Basic	N/A	N/A	36.4	4								
	Unsatisfactory	N/A	N/A	45.5	5								
009032	Ingersoll Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	9.5	4								
	Approaching Basic	N/A	N/A	28.6	12								
	Unsatisfactory	N/A	N/A	61.9	26								
009033	Judson Fundamental Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	8.9	7								
	Basic	N/A	N/A	68.4	54								
	Approaching Basic	N/A	N/A	20.3	16								
	Unsatisfactory	N/A	N/A	2.5	2								
009034	Lakeshore Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	2.0	2								
	Basic	N/A	N/A	22.4	22								
	Approaching Basic	N/A	N/A	30.6	30								
	Unsatisfactory	N/A	N/A	44.9	44								
009040	Mooringsport Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	5.9	2								
	Basic	N/A	N/A	52.9	18								
	Approaching Basic	N/A	N/A	17.6	6								
	Unsatisfactory	N/A	N/A	23.5	8								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009043	North Highlands Elementary School												
	Advanced	N/A	N/A	2.9	2								
	Proficient	N/A	N/A	7.4	5								
	Basic	N/A	N/A	44.1	30								
	Approaching Basic	N/A	N/A	27.9	19								
	Unsatisfactory	N/A	N/A	17.6	12								
009044	Northside Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.7	1								
	Basic	N/A	N/A	20.3	12								
	Approaching Basic	N/A	N/A	28.8	17								
	Unsatisfactory	N/A	N/A	49.2	29								
009046	Oak Park Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	19.2	15								
	Approaching Basic	N/A	N/A	34.6	27								
	Unsatisfactory	N/A	N/A	46.2	36								
009048	Oil City Elementary/Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	19.0	4								
	Approaching Basic	N/A	N/A	52.4	11								
	Unsatisfactory	N/A	N/A	28.6	6								
009049	George P. Hendrix Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	5.0	1								
	Approaching Basic	N/A	N/A	35.0	7								
	Unsatisfactory	N/A	N/A	60.0	12								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009050	Pine Grove Elementary School												
	Advanced	N/A	N/A	2.1	1								
	Proficient	N/A	N/A	14.6	7								
	Basic	N/A	N/A	58.3	28								
	Approaching Basic	N/A	N/A	12.5	6								
	Unsatisfactory	N/A	N/A	12.5	6								
009051	Queensborough Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	24.6	17								
	Approaching Basic	N/A	N/A	24.6	17								
	Unsatisfactory	N/A	N/A	50.7	35								
009053	Riverside Elementary School												
	Advanced	N/A	N/A	2.7	2								
	Proficient	N/A	N/A	20.5	15								
	Basic	N/A	N/A	57.5	42								
	Approaching Basic	N/A	N/A	6.8	5								
	Unsatisfactory	N/A	N/A	12.3	9								
009055	Shreve Island Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	13.3	12								
	Basic	N/A	N/A	56.7	51								
	Approaching Basic	N/A	N/A	25.6	23								
	Unsatisfactory	N/A	N/A	4.4	4								
009056	Newton Smith Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	2.6	1								
	Basic	N/A	N/A	28.2	11								
	Approaching Basic	N/A	N/A	28.2	11								
	Unsatisfactory	N/A	N/A	41.0	16								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009057	South Highlands Elementary Magnet School												
	Advanced	N/A	N/A	20.0	15								
	Proficient	N/A	N/A	57.3	43								
	Basic	N/A	N/A	18.7	14								
	Approaching Basic	N/A	N/A	4.0	3								
	Unsatisfactory	N/A	N/A	0.0	0								
009058	Southern Hills Elementary School												
	Advanced	N/A	N/A	1.8	2								
	Proficient	N/A	N/A	10.8	12								
	Basic	N/A	N/A	43.2	48								
	Approaching Basic	N/A	N/A	23.4	26								
	Unsatisfactory	N/A	N/A	20.7	23								
009060	A. C. Steere Elementary School												
	Advanced	N/A	N/A	6.9	5								
	Proficient	N/A	N/A	40.3	29								
	Basic	N/A	N/A	40.3	29								
	Approaching Basic	N/A	N/A	5.6	4								
	Unsatisfactory	N/A	N/A	6.9	5								
009061	E.B. Williams Stoner Hill Elem Lab School												
	Advanced	N/A	N/A	1.3	1								
	Proficient	N/A	N/A	6.6	5								
	Basic	N/A	N/A	36.8	28								
	Approaching Basic	N/A	N/A	18.4	14								
	Unsatisfactory	N/A	N/A	36.8	28								
009062	Summer Grove Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	3.3	4								
	Basic	N/A	N/A	48.3	58								
	Approaching Basic	N/A	N/A	25.8	31								
	Unsatisfactory	N/A	N/A	22.5	27								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009063	Summerfield Elementary School												
	Advanced	N/A	N/A	1.0	1								
	Proficient	N/A	N/A	12.5	12								
	Basic	N/A	N/A	61.5	59								
	Approaching Basic	N/A	N/A	19.8	19								
	Unsatisfactory	N/A	N/A	5.2	5								
009064	Sunset Acres Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	6.7	6								
	Basic	N/A	N/A	30.0	27								
	Approaching Basic	N/A	N/A	35.6	32								
	Unsatisfactory	N/A	N/A	27.8	25								
009065	Jack P. Timmons Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	17.6	6								
	Basic	N/A	N/A	44.1	15								
	Approaching Basic	N/A	N/A	32.4	11								
	Unsatisfactory	N/A	N/A	5.9	2								
009066	University Elementary School												
	Advanced	N/A	N/A	9.3	15								
	Proficient	N/A	N/A	29.2	47								
	Basic	N/A	N/A	41.6	67								
	Approaching Basic	N/A	N/A	14.3	23								
	Unsatisfactory	N/A	N/A	5.6	9								
009067	Vivian Elementary/Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	8.7	6								
	Basic	N/A	N/A	43.5	30								
	Approaching Basic	N/A	N/A	23.2	16								
	Unsatisfactory	N/A	N/A	24.6	17								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009068	Walnut Hill Elementary/Middle School												
	Advanced	N/A	N/A	0.6	1								
	Proficient	N/A	N/A	13.2	21								
	Basic	N/A	N/A	62.3	99								
	Approaching Basic	N/A	N/A	16.4	26								
	Unsatisfactory	N/A	N/A	7.5	12								
009070	Werner Park Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	18.6	22								
	Approaching Basic	N/A	N/A	27.1	32								
	Unsatisfactory	N/A	N/A	54.2	64								
009071	West Shreveport Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	36.0	27								
	Approaching Basic	N/A	N/A	32.0	24								
	Unsatisfactory	N/A	N/A	32.0	24								
009072	Westwood Elementary School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	6.5	5								
	Basic	N/A	N/A	36.4	28								
	Approaching Basic	N/A	N/A	31.2	24								
	Unsatisfactory	N/A	N/A	26.0	20								
009075	Turner Elementary/Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.6	2								
	Basic	N/A	N/A	31.5	39								
	Approaching Basic	N/A	N/A	30.6	38								
	Unsatisfactory	N/A	N/A	36.3	45								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12d: LEAP 21 Test Results - Grade 4 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009079	Keithville Elementary/Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	5.1	5								
	Basic	N/A	N/A	51.5	51								
	Approaching Basic	N/A	N/A	22.2	22								
	Unsatisfactory	N/A	N/A	21.2	21								
District													
	Advanced	N/A	N/A	1.6	55								
	Proficient	N/A	N/A	10.6	358								
	Basic	N/A	N/A	40.3	1,358								
	Approaching Basic	N/A	N/A	23.3	785								
	Unsatisfactory	N/A	N/A	24.1	813								
State													
	Advanced	N/A	N/A	0.9	495								
	Proficient	N/A	N/A	10.1	5,702								
	Basic	N/A	N/A	42.2	23,775								
	Approaching Basic	N/A	N/A	23.0	12,986								
	Unsatisfactory	N/A	N/A	23.8	13,426								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12e: LEAP 21 Test Results - Grade 8 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009005	Bethune Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	2.4	3								
	Basic	6.9	8	12.2	15								
	Approaching Basic	32.8	38	44.7	55								
	Unsatisfactory	60.3	70	40.7	50								
009007	Broadmoor Middle Laboratory School												
	Advanced	0.0	0	0.4	1								
	Proficient	10.1	33	9.2	24								
	Basic	32.8	107	42.7	111								
	Approaching Basic	40.2	131	38.1	99								
	Unsatisfactory	16.9	55	9.6	25								
009017	J. S. Clark Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	1.4	3	3.1	7								
	Basic	11.6	25	16.7	38								
	Approaching Basic	38.9	84	38.6	88								
	Unsatisfactory	48.1	104	41.7	95								
009020	Caddo Parish Middle Magnet School												
	Advanced	6.8	25	8.4	31								
	Proficient	48.4	177	47.0	174								
	Basic	40.7	149	41.4	153								
	Approaching Basic	4.1	15	3.2	12								
	Unsatisfactory	0.0	0	0.0	0								
009027	Herndon Magnet School												
	Advanced	6.6	7	0.0	0								
	Proficient	24.5	26	33.6	37								
	Basic	53.8	57	55.5	61								
	Approaching Basic	15.1	16	10.9	12								
	Unsatisfactory	0.0	0	0.0	0								

~ = Unavailable Data

Table 12e: LEAP 21 Test Results - Grade 8 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009029	Hollywood Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	2.0	3	2.8	4								
	Basic	14.2	21	34.0	49								
	Approaching Basic	42.6	63	37.5	54								
	Unsatisfactory	41.2	61	25.7	37								
009036	Linear Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	1.0	2	2.5	4								
	Basic	11.4	23	21.3	34								
	Approaching Basic	42.8	86	50.0	80								
	Unsatisfactory	44.8	90	26.3	42								
009037	Linwood Middle School												
	Advanced	0.0	0	0.4	1								
	Proficient	0.8	2	2.5	6								
	Basic	12.4	31	24.4	58								
	Approaching Basic	37.3	93	42.9	102								
	Unsatisfactory	49.4	123	29.8	71								
009038	Midway Middle School												
	Advanced	0.5	1	0.0	0								
	Proficient	0.5	1	0.5	1								
	Basic	11.4	22	16.4	35								
	Approaching Basic	35.8	69	47.9	102								
	Unsatisfactory	51.8	100	35.2	75								
009048	Oil City Elementary/Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	3.2	1	9.5	2								
	Basic	19.4	6	38.1	8								
	Approaching Basic	25.8	8	47.6	10								
	Unsatisfactory	51.6	16	4.8	1								

~ = Unavailable Data

Table 12e: LEAP 21 Test Results - Grade 8 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009052	Ridgewood Middle School												
	Advanced	0.4	1	1.2	3								
	Proficient	10.6	25	5.5	14								
	Basic	25.0	59	35.7	91								
	Approaching Basic	36.0	85	41.6	106								
	Unsatisfactory	28.0	66	16.1	41								
009054	Oak Terrace/J.B. Harville Alternative School												
	Advanced	~	~	0.0	0								
	Proficient	~	~	0.0	0								
	Basic	~	~	11.8	10								
	Approaching Basic	~	~	36.5	31								
	Unsatisfactory	~	~	51.8	44								
009067	Vivian Elementary/Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	8.8	8	6.8	6								
	Basic	24.2	22	28.4	25								
	Approaching Basic	34.1	31	38.6	34								
	Unsatisfactory	33.0	30	26.1	23								
009068	Walnut Hill Elementary/Middle School												
	Advanced	0.5	1	0.0	0								
	Proficient	10.3	22	10.3	17								
	Basic	42.5	91	52.7	87								
	Approaching Basic	35.5	76	30.3	50								
	Unsatisfactory	11.2	24	6.7	11								
009074	Yoree Drive Middle School												
	Advanced	3.2	10	1.9	6								
	Proficient	23.3	72	25.7	82								
	Basic	35.0	108	45.5	145								
	Approaching Basic	27.5	85	22.3	71								
	Unsatisfactory	11.0	34	4.7	15								

~ = Unavailable Data

Table 12e: LEAP 21 Test Results - Grade 8 English Language Arts
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009075	Turner Elementary/Middle School												
	Advanced	0.4	1	0.0	0								
	Proficient	3.6	9	5.1	11								
	Basic	27.6	69	32.3	70								
	Approaching Basic	48.4	121	44.7	97								
	Unsatisfactory	20.0	50	18.0	39								
009078	Donnie Bickham Middle School												
	Advanced	0.4	1	0.0	0								
	Proficient	12.3	31	6.6	14								
	Basic	36.4	92	40.8	86								
	Approaching Basic	33.2	84	40.3	85								
	Unsatisfactory	17.8	45	12.3	26								
009079	Keithville Elementary/Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	7.2	14	5.3	9								
	Basic	27.2	53	37.6	64								
	Approaching Basic	46.2	90	43.5	74								
	Unsatisfactory	19.5	38	13.5	23								
District													
	Advanced	1.4	47	1.2	42								
	Proficient	12.6	429	12.3	415								
	Basic	27.5	937	33.7	1,139								
	Approaching Basic	34.0	1,158	34.4	1,161								
	Unsatisfactory	24.4	832	18.3	618								
State													
	Advanced	1.1	577	1.2	615								
	Proficient	11.2	6,035	14.1	7,512								
	Basic	31.5	17,005	38.9	20,777								
	Approaching Basic	35.9	19,358	33.1	17,652								
	Unsatisfactory	20.3	10,928	12.8	6,829								

~ = Unavailable Data

Table 12f: LEAP 21 Test Results - Grade 8 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009005	Bethune Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	3.4	4	8.1	10								
	Approaching Basic	14.7	17	17.1	21								
	Unsatisfactory	81.9	95	74.8	92								
009007	Broadmoor Middle Laboratory School												
	Advanced	0.3	1	0.4	1								
	Proficient	1.2	4	3.1	8								
	Basic	34.6	117	33.8	88								
	Approaching Basic	22.5	76	29.6	77								
	Unsatisfactory	41.4	140	33.1	86								
009017	J. S. Clark Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	7.0	15	7.9	18								
	Approaching Basic	16.7	36	21.5	49								
	Unsatisfactory	76.3	164	70.6	161								
009020	Caddo Parish Middle Magnet School												
	Advanced	7.4	27	16.5	61								
	Proficient	23.5	86	20.5	76								
	Basic	61.7	226	60.0	222								
	Approaching Basic	6.3	23	2.2	8								
	Unsatisfactory	1.1	4	0.8	3								
009027	Herndon Magnet School												
	Advanced	5.7	6	4.5	5								
	Proficient	9.4	10	11.8	13								
	Basic	67.0	71	73.6	81								
	Approaching Basic	11.3	12	5.5	6								
	Unsatisfactory	6.6	7	4.5	5								

~ = Unavailable Data

Table 12f: LEAP 21 Test Results - Grade 8 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009029	Hollywood Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	8.8	13	17.5	25								
	Approaching Basic	18.2	27	16.8	24								
	Unsatisfactory	73.0	108	65.7	94								
009036	Linear Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	5.9	12	12.5	20								
	Approaching Basic	10.4	21	30.0	48								
	Unsatisfactory	83.7	169	57.5	92								
009037	Linwood Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	8.9	22	13.4	32								
	Approaching Basic	17.0	42	22.3	53								
	Unsatisfactory	74.1	183	64.3	153								
009038	Midway Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	2.6	5	9.4	20								
	Approaching Basic	16.8	32	16.9	36								
	Unsatisfactory	80.6	154	73.7	157								
009048	Oil City Elementary/Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	0.0	0	0.0	0								
	Basic	12.9	4	28.6	6								
	Approaching Basic	16.1	5	23.8	5								
	Unsatisfactory	71.0	22	47.6	10								

~ = Unavailable Data

Table 12f: LEAP 21 Test Results - Grade 8 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009052	Ridgewood Middle School												
	Advanced	0.4	1	0.0	0								
	Proficient	1.7	4	3.1	8								
	Basic	25.4	60	29.0	74								
	Approaching Basic	18.2	43	27.5	70								
	Unsatisfactory	54.2	128	40.4	103								
009054	Oak Terrace/J.B. Harville Alternative School												
	Advanced	~	~	0.0	0								
	Proficient	~	~	0.0	0								
	Basic	~	~	7.1	6								
	Approaching Basic	~	~	9.5	8								
	Unsatisfactory	~	~	83.3	70								
009067	Vivian Elementary/Middle School												
	Advanced	0.0	0	0.0	0								
	Proficient	1.1	1	0.0	0								
	Basic	22.0	20	23.9	21								
	Approaching Basic	22.0	20	34.1	30								
	Unsatisfactory	54.9	50	42.0	37								
009068	Walnut Hill Elementary/Middle School												
	Advanced	0.0	0	2.4	4								
	Proficient	1.9	4	10.3	17								
	Basic	43.9	94	50.3	83								
	Approaching Basic	22.9	49	21.8	36								
	Unsatisfactory	31.3	67	15.2	25								
009074	Yoree Drive Middle School												
	Advanced	3.9	12	6.0	19								
	Proficient	10.7	33	9.7	31								
	Basic	37.9	117	50.5	161								
	Approaching Basic	17.2	53	15.0	48								
	Unsatisfactory	30.4	94	18.8	60								

~ = Unavailable Data

Table 12f: LEAP 21 Test Results - Grade 8 Mathematics
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009075	Turner Elementary/Middle School												
	Advanced	0.4	1	0.5	1								
	Proficient	0.4	1	0.9	2								
	Basic	22.8	57	28.1	61								
	Approaching Basic	24.4	61	25.8	56								
	Unsatisfactory	52.0	130	44.7	97								
009078	Donnie Bickham Middle School												
	Advanced	1.2	3	0.5	1								
	Proficient	0.8	2	0.9	2								
	Basic	29.8	75	26.1	55								
	Approaching Basic	26.2	66	25.1	53								
	Unsatisfactory	42.1	106	47.4	100								
009079	Keithville Elementary/Middle School												
	Advanced	0.0	0	0.6	1								
	Proficient	1.6	3	1.8	3								
	Basic	23.4	45	30.6	52								
	Approaching Basic	31.3	60	25.9	44								
	Unsatisfactory	43.8	84	41.2	70								
District													
	Advanced	1.5	51	2.8	93								
	Proficient	4.3	148	4.7	160								
	Basic	27.9	951	30.7	1,035								
	Approaching Basic	18.6	632	19.9	671								
	Unsatisfactory	47.7	1,625	41.9	1,414								
State													
	Advanced	1.3	713	2.6	1,370								
	Proficient	4.4	2,359	4.8	2,575								
	Basic	33.3	17,927	38.8	20,718								
	Approaching Basic	21.3	11,498	21.5	11,478								
	Unsatisfactory	39.7	21,360	32.2	17,193								

~ = Unavailable Data

Table 12g: LEAP 21 Test Results - Grade 8 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009005	Bethune Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.6	2								
	Basic	N/A	N/A	1.6	2								
	Approaching Basic	N/A	N/A	21.1	26								
	Unsatisfactory	N/A	N/A	75.6	93								
009007	Broadmoor Middle Laboratory School												
	Advanced	N/A	N/A	0.4	1								
	Proficient	N/A	N/A	8.5	22								
	Basic	N/A	N/A	29.2	76								
	Approaching Basic	N/A	N/A	33.5	87								
	Unsatisfactory	N/A	N/A	28.5	74								
009017	J. S. Clark Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.3	3								
	Basic	N/A	N/A	9.2	21								
	Approaching Basic	N/A	N/A	27.6	63								
	Unsatisfactory	N/A	N/A	61.8	141								
009020	Caddo Parish Middle Magnet School												
	Advanced	N/A	N/A	3.0	11								
	Proficient	N/A	N/A	52.2	193								
	Basic	N/A	N/A	36.2	134								
	Approaching Basic	N/A	N/A	8.1	30								
	Unsatisfactory	N/A	N/A	0.5	2								
009027	Herndon Magnet School												
	Advanced	N/A	N/A	3.6	4								
	Proficient	N/A	N/A	26.4	29								
	Basic	N/A	N/A	52.7	58								
	Approaching Basic	N/A	N/A	14.5	16								
	Unsatisfactory	N/A	N/A	2.7	3								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12g: LEAP 21 Test Results - Grade 8 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009029	Hollywood Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.4	2								
	Basic	N/A	N/A	14.0	20								
	Approaching Basic	N/A	N/A	32.9	47								
	Unsatisfactory	N/A	N/A	51.7	74								
009036	Linear Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.6	1								
	Basic	N/A	N/A	15.0	24								
	Approaching Basic	N/A	N/A	31.9	51								
	Unsatisfactory	N/A	N/A	52.5	84								
009037	Linwood Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.4	1								
	Basic	N/A	N/A	11.8	28								
	Approaching Basic	N/A	N/A	30.3	72								
	Unsatisfactory	N/A	N/A	57.6	137								
009038	Midway Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.9	4								
	Basic	N/A	N/A	7.0	15								
	Approaching Basic	N/A	N/A	18.3	39								
	Unsatisfactory	N/A	N/A	72.8	155								
009048	Oil City Elementary/Middle School												
	Advanced	N/A	N/A	4.8	1								
	Proficient	N/A	N/A	4.8	1								
	Basic	N/A	N/A	23.8	5								
	Approaching Basic	N/A	N/A	33.3	7								
	Unsatisfactory	N/A	N/A	33.3	7								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12g: LEAP 21 Test Results - Grade 8 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009052	Ridgewood Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	7.8	20								
	Basic	N/A	N/A	31.0	79								
	Approaching Basic	N/A	N/A	34.5	88								
	Unsatisfactory	N/A	N/A	26.7	68								
009054	Oak Terrace/J.B. Harville Alternative School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.2	1								
	Basic	N/A	N/A	10.7	9								
	Approaching Basic	N/A	N/A	7.1	6								
	Unsatisfactory	N/A	N/A	81.0	68								
009067	Vivian Elementary/Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	5.7	5								
	Basic	N/A	N/A	19.3	17								
	Approaching Basic	N/A	N/A	31.8	28								
	Unsatisfactory	N/A	N/A	43.2	38								
009068	Walnut Hill Elementary/Middle School												
	Advanced	N/A	N/A	0.6	1								
	Proficient	N/A	N/A	9.7	16								
	Basic	N/A	N/A	48.5	80								
	Approaching Basic	N/A	N/A	29.1	48								
	Unsatisfactory	N/A	N/A	12.1	20								
009074	Yoree Drive Middle School												
	Advanced	N/A	N/A	1.3	4								
	Proficient	N/A	N/A	32.3	103								
	Basic	N/A	N/A	33.9	108								
	Approaching Basic	N/A	N/A	22.3	71								
	Unsatisfactory	N/A	N/A	10.3	33								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12g: LEAP 21 Test Results - Grade 8 Science
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009075	Turner Elementary/Middle School												
	Advanced	N/A	N/A	0.5	1								
	Proficient	N/A	N/A	3.2	7								
	Basic	N/A	N/A	24.4	53								
	Approaching Basic	N/A	N/A	37.8	82								
	Unsatisfactory	N/A	N/A	34.1	74								
009078	Donnie Bickham Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	9.0	19								
	Basic	N/A	N/A	30.3	64								
	Approaching Basic	N/A	N/A	36.0	76								
	Unsatisfactory	N/A	N/A	24.6	52								
009079	Keithville Elementary/Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	3.5	6								
	Basic	N/A	N/A	27.6	47								
	Approaching Basic	N/A	N/A	27.6	47								
	Unsatisfactory	N/A	N/A	41.2	70								
District													
	Advanced	N/A	N/A	0.7	23								
	Proficient	N/A	N/A	12.9	435								
	Basic	N/A	N/A	24.9	840								
	Approaching Basic	N/A	N/A	26.1	882								
	Unsatisfactory	N/A	N/A	35.4	1,193								
State													
	Advanced	N/A	N/A	0.6	309								
	Proficient	N/A	N/A	14.6	7,766								
	Basic	N/A	N/A	30.5	16,274								
	Approaching Basic	N/A	N/A	27.7	14,769								
	Unsatisfactory	N/A	N/A	26.6	14,176								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12h: LEAP 21 Test Results - Grade 8 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009005	Bethune Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.8	1								
	Basic	N/A	N/A	5.7	7								
	Approaching Basic	N/A	N/A	25.2	31								
	Unsatisfactory	N/A	N/A	68.3	84								
009007	Broadmoor Middle Laboratory School												
	Advanced	N/A	N/A	0.4	1								
	Proficient	N/A	N/A	7.7	20								
	Basic	N/A	N/A	35.0	91								
	Approaching Basic	N/A	N/A	28.5	74								
	Unsatisfactory	N/A	N/A	28.5	74								
009017	J. S. Clark Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	13.6	31								
	Approaching Basic	N/A	N/A	25.4	58								
	Unsatisfactory	N/A	N/A	61.0	139								
009020	Caddo Parish Middle Magnet School												
	Advanced	N/A	N/A	7.3	27								
	Proficient	N/A	N/A	49.2	182								
	Basic	N/A	N/A	42.2	156								
	Approaching Basic	N/A	N/A	1.4	5								
	Unsatisfactory	N/A	N/A	0.0	0								
009027	Herndon Magnet School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	18.2	20								
	Basic	N/A	N/A	69.1	76								
	Approaching Basic	N/A	N/A	10.0	11								
	Unsatisfactory	N/A	N/A	2.7	3								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12h: LEAP 21 Test Results - Grade 8 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009029	Hollywood Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	2.8	4								
	Basic	N/A	N/A	25.9	37								
	Approaching Basic	N/A	N/A	30.8	44								
	Unsatisfactory	N/A	N/A	40.6	58								
009036	Linear Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	21.3	34								
	Approaching Basic	N/A	N/A	34.4	55								
	Unsatisfactory	N/A	N/A	44.4	71								
009037	Linwood Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.4	1								
	Basic	N/A	N/A	16.8	40								
	Approaching Basic	N/A	N/A	28.2	67								
	Unsatisfactory	N/A	N/A	54.6	130								
009038	Midway Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	0.0	0								
	Basic	N/A	N/A	13.1	28								
	Approaching Basic	N/A	N/A	28.6	61								
	Unsatisfactory	N/A	N/A	58.2	124								
009048	Oil City Elementary/Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	4.8	1								
	Basic	N/A	N/A	28.6	6								
	Approaching Basic	N/A	N/A	28.6	6								
	Unsatisfactory	N/A	N/A	38.1	8								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12h: LEAP 21 Test Results - Grade 8 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009052	Ridgewood Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	9.0	23								
	Basic	N/A	N/A	36.5	93								
	Approaching Basic	N/A	N/A	25.9	66								
	Unsatisfactory	N/A	N/A	28.6	73								
009054	Oak Terrace/J.B. Harville Alternative School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.2	1								
	Basic	N/A	N/A	10.7	9								
	Approaching Basic	N/A	N/A	14.3	12								
	Unsatisfactory	N/A	N/A	73.8	62								
009067	Vivian Elementary/Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.1	1								
	Basic	N/A	N/A	30.7	27								
	Approaching Basic	N/A	N/A	33.0	29								
	Unsatisfactory	N/A	N/A	35.2	31								
009068	Walnut Hill Elementary/Middle School												
	Advanced	N/A	N/A	0.6	1								
	Proficient	N/A	N/A	7.9	13								
	Basic	N/A	N/A	55.2	91								
	Approaching Basic	N/A	N/A	24.2	40								
	Unsatisfactory	N/A	N/A	12.1	20								
009074	Yoree Drive Middle School												
	Advanced	N/A	N/A	1.3	4								
	Proficient	N/A	N/A	27.6	88								
	Basic	N/A	N/A	44.5	142								
	Approaching Basic	N/A	N/A	16.3	52								
	Unsatisfactory	N/A	N/A	10.3	33								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Table 12h: LEAP 21 Test Results - Grade 8 Social Studies
Percent and Number of Students by Achievement Levels

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009075	Turner Elementary/Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	1.8	4								
	Basic	N/A	N/A	30.9	67								
	Approaching Basic	N/A	N/A	38.7	84								
	Unsatisfactory	N/A	N/A	28.6	62								
009078	Donnie Bickham Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	7.6	16								
	Basic	N/A	N/A	39.3	83								
	Approaching Basic	N/A	N/A	32.2	68								
	Unsatisfactory	N/A	N/A	20.9	44								
009079	Keithville Elementary/Middle School												
	Advanced	N/A	N/A	0.0	0								
	Proficient	N/A	N/A	3.5	6								
	Basic	N/A	N/A	31.2	53								
	Approaching Basic	N/A	N/A	33.5	57								
	Unsatisfactory	N/A	N/A	31.8	54								
District													
	Advanced	N/A	N/A	1.0	33								
	Proficient	N/A	N/A	11.3	381								
	Basic	N/A	N/A	31.8	1,071								
	Approaching Basic	N/A	N/A	24.3	818								
	Unsatisfactory	N/A	N/A	31.7	1,070								
State													
	Advanced	N/A	N/A	0.6	293								
	Proficient	N/A	N/A	10.1	5,360								
	Basic	N/A	N/A	40.9	21,809								
	Approaching Basic	N/A	N/A	23.7	12,625								
	Unsatisfactory	N/A	N/A	24.7	13,179								

~ = Unavailable Data

N/A = Not Applicable: Science and Social Studies components of the LEAP 21 test were first administered to the 4th and 8th graders in Spring 2000.

Criterion-Referenced Test (CRT) – GEE Results

The criterion-referenced test (CRT) given at the secondary level is the **Graduation Exit Examination (GEE)**. The GEE measures the extent to which students meet State-established, grade-level skill requirements in the five GEE subject area components. The English Language Arts (ELA), Mathematics, and Written Composition components are initially administered to students at the 10th grade level. However, the first opportunity for students to take the Science and Social Studies components of the GEE is not presented until the 11th grade level.

To graduate from a Louisiana public high school, students must accumulate 23 Carnegie units of academic credit and pass all five components of the GEE. Students who do not achieve the performance standards for any of the five test components have at least two opportunities per year to retake those components, with remedial instruction offered prior to the retest.

All students are required to take the GEE to receive a regular diploma. Scores are reported in the *District Composite Report* for all students who took the GEE for the first time during the spring administration of each year. Since 1995-1996, the *District Composite Report* has reported scores based on all students taking the tests; therefore, previous years' data are not comparable.

The ELA, Mathematics, and Written Composition components of the old GEE were administered for the last time to initial test takers in the spring of 2000. In the spring of 2001, the Science and Social Studies components will be administered to initial test takers for the last time as well.

The new high school CRT is the Graduation Exit Examination for the 21st Century (GEE 21). It will have only four subject area tests: ELA, Mathematics, Science, and Social Studies. The GEE 21 will be of the same rigor as the LEAP 21 administered in grades 4 and 8. The first cohort of students to take the GEE 21 will need to pass only the ELA and Mathematics tests to graduate. In addition to meeting this requirement, subsequent cohorts will have to pass either the Science or the Social Studies tests also. The phasing in of the GEE 21 will begin in the spring of 2001 when the ELA and Mathematics tests are first administered to first-time tenth graders. The Science and Social Studies tests will be

administered to first-time eleventh graders beginning in the spring of 2002.

Data Presentation

Table 13 provides the GEE results for first-time GEE test takers. The table presents the GEE results in school site code order for each high school in the district. Also, comparison data are presented for the district and the state. The tables reflect both the number and percent of students passing each GEE subject area component.

Definition

The percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area. This number is commonly known as the *attainment rate*.

Data Source

The GEE results are based on student-level data provided to the Louisiana Department of Education by National Computer Systems (NCS), the testing contractor for this portion of the Louisiana Educational Assessment Program (LEAP).

Table 13: Graduation Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009008	C.E. Byrd High School												
	English Language Arts	92	407	94	449								
	Mathematics	85	376	91	449								
	Written Composition	95	415	98	439								
	Science	76	274	87	419								
	Social Studies	85	305	93	421								
009012	Caddo Parish Magnet High School												
	English Language Arts	100	270	100	292								
	Mathematics	100	270	100	292								
	Written Composition	100	268	100	291								
	Science	99	288	100	264								
	Social Studies	100	291	100	264								
009013	Captain Shreve High School												
	English Language Arts	93	263	91	300								
	Mathematics	80	228	77	301								
	Written Composition	92	255	97	296								
	Science	86	233	83	251								
	Social Studies	95	260	91	254								
009022	Fair Park High School												
	English Language Arts	62	108	52	169								
	Mathematics	34	60	47	170								
	Written Composition	79	134	85	166								
	Science	46	67	76	126								
	Social Studies	69	102	85	126								
009025	Green Oaks High School												
	English Language Arts	69	78	60	167								
	Mathematics	59	67	57	165								
	Written Composition	83	91	84	160								
	Science	46	45	77	102								
	Social Studies	79	77	84	102								

~ = Unavailable Data

Table 13: Graduation Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009031	Huntington High School												
	English Language Arts	82	286	82	352								
	Mathematics	62	215	75	357								
	Written Composition	89	302	93	342								
	Science	68	244	75	304								
	Social Studies	78	278	80	306								
009042	North Caddo High School												
	English Language Arts	79	93	67	97								
	Mathematics	67	80	56	94								
	Written Composition	83	93	82	92								
	Science	73	91	66	98								
	Social Studies	83	102	85	97								
009045	Northwood High School												
	English Language Arts	86	231	82	203								
	Mathematics	66	179	71	203								
	Written Composition	93	242	92	194								
	Science	77	153	78	217								
	Social Studies	86	172	81	217								
009054	Oak Terrace/J.B. Harville Alternative School												
	English Language Arts	47	8	43	7								
	Mathematics	19	3	38	8								
	Written Composition	67	10	75	4								
	Science	14	1	100	4								
	Social Studies	29	2	25	4								
009059	Southwood High School												
	English Language Arts	83	374	81	448								
	Mathematics	56	253	67	450								
	Written Composition	90	403	94	430								
	Science	72	298	82	408								
	Social Studies	86	355	85	408								

~ = Unavailable Data

Table 13: Graduation Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009069	Booker T. Washington High School												
	English Language Arts	78	121	72	136								
	Mathematics	57	90	64	136								
	Written Composition	86	134	90	133								
	Science	75	100	77	141								
	Social Studies	83	111	84	141								
009073	Woodlawn High School												
	English Language Arts	59	100	60	176								
	Mathematics	22	38	55	176								
	Written Composition	84	135	82	168								
	Science	49	80	47	131								
	Social Studies	67	108	53	131								
009076	Hamilton Terrace Learning Center												
	English Language Arts	46	18	50	40								
	Mathematics	22	9	49	41								
	Written Composition	70	26	84	38								
	Science	38	6	35	23								
	Social Studies	53	9	56	18								
District													
	English Language Arts	83	2,357	80	2,836								
	Mathematics	65	1,868	73	2,842								
	Written Composition	90	2,508	93	2,753								
	Science	73	1,880	80	2,488								
	Social Studies	84	2,172	85	2,489								
State													
	English Language Arts	85	39,311	81	46,255								
	Mathematics	74	33,871	74	46,180								
	Written Composition	93	41,421	93	44,655								
	Science	80	33,056	81	40,745								
	Social Studies	88	36,496	87	40,686								

~ = Unavailable Data

Norm-Referenced Test (NRT) – The Iowa Tests Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. In 1998, the test administered to Louisiana students changed from the *California Achievement Test* to the *Iowa Tests of Basic Skills (ITBS)* and the *Iowa Tests of Educational Development (ITED)*.

The Iowa Tests are a standardized achievement test battery with items presented in a traditional multiple-choice format. A nationally representative group of students took The Iowa Tests under specified directions and certain conditions. Their scores became the norms used to compare individual students and groups of students to students in the nation.

The majority of the tests that make up the Complete Batteries of the *ITBS* for grades 3, 5, 6, and 7 are the same. The tests include Vocabulary, Reading Comprehension, Math Concepts and Estimation, Math Problem Solving and Data Interpretation, Social Studies, Science, Maps and Diagrams and Reference Materials. Third graders are administered the Spelling, Capitalization, Punctuation, and the Usage and Expression tests, which are combined into a Language Total score. Students in grades 5, 6, and 7 are administered the Integrated Writing Skills test. A Mathematics Computation test was administered at only grade 3; Mathematics Computation is not used to calculate the Mathematics Total, Core Total, or the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total or Integrated Writing Skills, Mathematics Total, Social Studies, Science, and Sources of Information Total.

The *ITED* consists of seven tests: Vocabulary, Ability to Interpret Literary Materials, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Analysis of Social Studies Materials, Analysis of Science Materials, and Uses of Sources of Information. For the *ITED*, a Content Area Reading score is computed based on questions from the tests on Literary Materials, Science, and Social Studies. This score is combined with the Vocabulary test score to obtain the Reading Total score. The *Iowa Tests of Educational Development* Composite score is the average of the Reading Total and the scores for the other six tests.

In spring 2000, approximately 283,000 public school students were given the on-level test. Among them, 194,000 students in grades 3, 5, 6, and 7 took the Complete Batteries of the *ITBS*, Form M. Approximately 51,000 public school students in grade 9 were also tested, taking the Complete Battery of the *ITED*, Form M.

These tests are administered to all students, except for students whose Individual Education Plans (IEPs) indicate that they have met the participation criteria for alternate assessment or for out-of-level assessment, which began in the 1999-2000 school year. Also, Limited English Proficient (LEP) students who are determined to be eligible for a deferment from testing are not required to take the tests. Scores are reported for all students not requiring accommodations to the standardized administration procedures.

Data Presentation

Tables 14a–14e present NRT results for grades 3, 5, 6, 7, and 9, respectively. Test results are shown for all public schools in the district with schools listed in site code order. District, state, and national results are presented for comparison purposes.

The data presented are based on national percentile ranks. A percentile rank is the percent of students in the national norm group who scored at or below a particular score. Data are grouped as follows:

- *Quartile 4*—the percent of students who scored between the 75th and 99th percentile ranks, or in other words, the percent of students in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quartile 4 would read 32 percent.
- *Quartile 3*—the percent of students who scored between the 50th and the 74th national percentiles.
- *Quartile 2*—the percent of students who scored between the 25th and 49th national percentiles.

-
- *Quartile 1*—the percent of students who scored between the 1st and 24th national percentiles.
 - *Percentile Rank of the Average Standard Score for the National Student Norms*—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students nationally (in the norm group) scored at or below the average score obtained by the students in the school.

Definition

- *Norm-referenced tests (NRTs)*—These tests produce scores that tell how individuals, schools, districts, and the state perform in comparison with the national norm group.

Data Source

The Iowa Tests Results presented here in the DCR are based on school-level data provided to the Louisiana Department of Education, Division of Planning, Analysis, and Information Resources by Riverside Publishing, the testing contractor for The Iowa Tests.

Table 14a: The Iowa Tests Results - Grade 3

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009002	Arthur Circle Elementary School						
	Fourth Quartile	45.3	40.4				
	Third Quartile	22.6	33.3				
	Second Quartile	20.8	19.3				
	First Quartile	11.3	7.0				
	Percentile Rank	68	68				
009003	Atkins Elementary School						
	Fourth Quartile	0.0	3.4				
	Third Quartile	4.8	21.8				
	Second Quartile	27.7	42.5				
	First Quartile	67.5	32.2				
	Percentile Rank	20	35				
009004	Barret Elementary School						
	Fourth Quartile	0.0	0.0				
	Third Quartile	14.3	9.5				
	Second Quartile	28.6	33.3				
	First Quartile	57.1	57.1				
	Percentile Rank	24	25				
009006	Blanchard Elementary School						
	Fourth Quartile	42.0	33.3				
	Third Quartile	34.0	24.2				
	Second Quartile	18.0	22.7				
	First Quartile	6.0	19.7				
	Percentile Rank	70	57				
009011	Caddo Heights Elementary School						
	Fourth Quartile	2.7	0.0				
	Third Quartile	8.0	9.6				
	Second Quartile	30.7	28.7				
	First Quartile	58.7	61.7				
	Percentile Rank	24	22				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14a: The Iowa Tests Results - Grade 3

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009014	Central Elementary School						
	Fourth Quartile	0.0	0.0				
	Third Quartile	3.8	4.5				
	Second Quartile	15.4	45.5				
	First Quartile	80.8	50.0				
	Percentile Rank	17	27				
009015	Cherokee Park Elementary School						
	Fourth Quartile	0.0	17.0				
	Third Quartile	14.5	32.1				
	Second Quartile	30.6	30.2				
	First Quartile	54.8	20.8				
	Percentile Rank	27	49				
009016	Claiborne Fundamental Elementary School						
	Fourth Quartile	30.5	17.2				
	Third Quartile	32.2	48.4				
	Second Quartile	30.5	29.7				
	First Quartile	6.8	4.7				
	Percentile Rank	64	56				
009018	Creswell Elementary School						
	Fourth Quartile	5.1	14.5				
	Third Quartile	15.3	14.5				
	Second Quartile	22.0	40.3				
	First Quartile	57.6	30.6				
	Percentile Rank	25	39				
009019	Eden Gardens Fundamental Elementary School						
	Fourth Quartile	55.8	67.1				
	Third Quartile	28.6	26.3				
	Second Quartile	15.6	6.6				
	First Quartile	0.0	0.0				
	Percentile Rank	78	82				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14a: The Iowa Tests Results - Grade 3

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009023	Fairfield Elementary School						
	Fourth Quartile	2.6	5.7				
	Third Quartile	2.6	14.3				
	Second Quartile	18.4	28.6				
	First Quartile	76.3	51.4				
	Percentile Rank	17	26				
009024	Forest Hill Elementary School						
	Fourth Quartile	27.0	37.0				
	Third Quartile	25.2	32.4				
	Second Quartile	34.8	20.4				
	First Quartile	13.0	10.2				
	Percentile Rank	57	65				
009027	Herndon Magnet School						
	Fourth Quartile	25.6	40.4				
	Third Quartile	37.6	29.8				
	Second Quartile	21.4	26.9				
	First Quartile	15.4	2.9				
	Percentile Rank	59	67				
009028	Hillsdale Elementary School						
	Fourth Quartile	1.2	3.2				
	Third Quartile	20.7	19.1				
	Second Quartile	42.7	27.7				
	First Quartile	35.4	50.0				
	Percentile Rank	31	27				
009030	Hosston Elementary School						
	Fourth Quartile	14.3	0.0				
	Third Quartile	14.3	15.4				
	Second Quartile	35.7	30.8				
	First Quartile	35.7	53.8				
	Percentile Rank	36	27				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14a: The Iowa Tests Results - Grade 3

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009032	Ingersoll Elementary School						
	Fourth Quartile	2.0	3.0				
	Third Quartile	9.8	12.1				
	Second Quartile	27.5	39.4				
	First Quartile	60.8	45.5				
	Percentile Rank	23	29				
009033	Judson Fundamental Elementary School						
	Fourth Quartile	36.0	39.0				
	Third Quartile	32.6	30.5				
	Second Quartile	24.7	25.6				
	First Quartile	6.7	4.9				
	Percentile Rank	64	67				
009034	Lakeshore Elementary School						
	Fourth Quartile	3.8	2.0				
	Third Quartile	17.5	13.0				
	Second Quartile	33.8	34.0				
	First Quartile	45.0	51.0				
	Percentile Rank	30	26				
009040	Mooringsport Elementary School						
	Fourth Quartile	8.8	9.5				
	Third Quartile	23.5	33.3				
	Second Quartile	35.3	40.5				
	First Quartile	32.4	16.7				
	Percentile Rank	40	45				
009043	North Highlands Elementary School						
	Fourth Quartile	17.1	28.6				
	Third Quartile	37.1	22.9				
	Second Quartile	24.3	34.3				
	First Quartile	21.4	14.3				
	Percentile Rank	52	59				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14a: The Iowa Tests Results - Grade 3

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009044	Northside Elementary School						
	Fourth Quartile	0.0	3.7				
	Third Quartile	7.1	16.7				
	Second Quartile	21.4	42.6				
	First Quartile	71.4	37.0				
	Percentile Rank	18	32				
009046	Oak Park Elementary School						
	Fourth Quartile	3.1	3.8				
	Third Quartile	4.7	10.1				
	Second Quartile	28.1	46.8				
	First Quartile	64.1	39.2				
	Percentile Rank	20	29				
009048	Oil City Elementary/Middle School						
	Fourth Quartile	0.0	5.9				
	Third Quartile	10.0	17.6				
	Second Quartile	50.0	29.4				
	First Quartile	40.0	47.1				
	Percentile Rank	29	33				
009049	George P. Hendrix Elementary School						
	Fourth Quartile	0.0	0.0				
	Third Quartile	10.0	9.1				
	Second Quartile	40.0	31.8				
	First Quartile	50.0	59.1				
	Percentile Rank	23	21				
009050	Pine Grove Elementary School						
	Fourth Quartile	9.4	13.6				
	Third Quartile	24.5	29.5				
	Second Quartile	34.0	47.7				
	First Quartile	32.1	9.1				
	Percentile Rank	39	50				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14a: The Iowa Tests Results - Grade 3

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009051	Queensborough Elementary School						
	Fourth Quartile	1.8	5.1				
	Third Quartile	17.5	23.7				
	Second Quartile	31.6	42.4				
	First Quartile	49.1	28.8				
	Percentile Rank	29	37				
009053	Riverside Elementary School						
	Fourth Quartile	28.3	36.7				
	Third Quartile	36.7	31.7				
	Second Quartile	30.0	26.7				
	First Quartile	5.0	5.0				
	Percentile Rank	60	67				
009055	Shreve Island Elementary School						
	Fourth Quartile	21.3	47.4				
	Third Quartile	28.0	29.5				
	Second Quartile	41.3	19.2				
	First Quartile	9.3	3.8				
	Percentile Rank	57	74				
009056	Newton Smith Elementary School						
	Fourth Quartile	2.1	9.5				
	Third Quartile	19.1	7.1				
	Second Quartile	29.8	33.3				
	First Quartile	48.9	50.0				
	Percentile Rank	29	30				
009057	South Highlands Elementary Magnet School						
	Fourth Quartile	77.0	78.2				
	Third Quartile	20.3	17.9				
	Second Quartile	2.7	3.8				
	First Quartile	0.0	0.0				
	Percentile Rank	90	91				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14a: The Iowa Tests Results - Grade 3

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009058	Southern Hills Elementary School						
	Fourth Quartile	11.1	17.4				
	Third Quartile	37.0	21.7				
	Second Quartile	22.2	42.4				
	First Quartile	29.6	18.5				
	Percentile Rank	44	47				
009060	A. C. Steere Elementary School						
	Fourth Quartile	45.1	46.6				
	Third Quartile	23.9	21.9				
	Second Quartile	22.5	24.7				
	First Quartile	8.5	6.8				
	Percentile Rank	66	69				
009061	E.B. Williams Stoner Hill Elem Lab School						
	Fourth Quartile	14.1	5.4				
	Third Quartile	22.5	16.1				
	Second Quartile	32.4	53.6				
	First Quartile	31.0	25.0				
	Percentile Rank	45	37				
009062	Summer Grove Elementary School						
	Fourth Quartile	6.8	17.7				
	Third Quartile	26.2	27.8				
	Second Quartile	31.1	36.7				
	First Quartile	35.9	17.7				
	Percentile Rank	36	50				
009063	Summerfield Elementary School						
	Fourth Quartile	21.9	24.0				
	Third Quartile	32.3	32.3				
	Second Quartile	34.4	34.4				
	First Quartile	11.5	9.4				
	Percentile Rank	55	57				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14a: The Iowa Tests Results - Grade 3

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009064	Sunset Acres Elementary School						
	Fourth Quartile	7.5	3.6				
	Third Quartile	16.3	15.5				
	Second Quartile	32.5	39.3				
	First Quartile	43.8	41.7				
	Percentile Rank	33	30				
009065	Jack P. Timmons Elementary School						
	Fourth Quartile	15.6	7.9				
	Third Quartile	21.9	13.2				
	Second Quartile	25.0	36.8				
	First Quartile	37.5	42.1				
	Percentile Rank	42	33				
009066	University Elementary School						
	Fourth Quartile	42.7	45.8				
	Third Quartile	27.3	25.0				
	Second Quartile	19.6	20.8				
	First Quartile	10.5	8.3				
	Percentile Rank	69	70				
009067	Vivian Elementary/Middle School						
	Fourth Quartile	14.8	26.0				
	Third Quartile	18.5	22.0				
	Second Quartile	40.7	28.0				
	First Quartile	25.9	24.0				
	Percentile Rank	45	50				
009068	Walnut Hill Elementary/Middle School						
	Fourth Quartile	27.4	27.5				
	Third Quartile	31.1	24.7				
	Second Quartile	24.4	33.7				
	First Quartile	17.0	14.0				
	Percentile Rank	57	56				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14a: The Iowa Tests Results - Grade 3

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009070	Werner Park Elementary School						
	Fourth Quartile	0.9	1.5				
	Third Quartile	5.2	6.2				
	Second Quartile	26.7	33.1				
	First Quartile	67.2	59.2				
	Percentile Rank	19	23				
009071	West Shreveport Elementary School						
	Fourth Quartile	1.9	3.9				
	Third Quartile	13.0	29.4				
	Second Quartile	50.0	39.2				
	First Quartile	35.2	27.5				
	Percentile Rank	32	38				
009072	Westwood Elementary School						
	Fourth Quartile	2.9	8.0				
	Third Quartile	20.0	21.3				
	Second Quartile	34.3	41.3				
	First Quartile	42.9	29.3				
	Percentile Rank	32	37				
009075	Turner Elementary/Middle School						
	Fourth Quartile	4.5	14.9				
	Third Quartile	15.5	22.8				
	Second Quartile	36.4	44.6				
	First Quartile	43.6	17.8				
	Percentile Rank	31	44				
009079	Keithville Elementary/Middle School						
	Fourth Quartile	22.4	22.5				
	Third Quartile	36.5	26.3				
	Second Quartile	24.7	35.0				
	First Quartile	16.5	16.3				
	Percentile Rank	54	50				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14a: The Iowa Tests Results - Grade 3

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	17.9	21.6				
	Third Quartile	22.5	22.4				
	Second Quartile	28.2	31.9				
	First Quartile	31.4	24.0				
	Percentile Rank	45	49				
State							
	Fourth Quartile	16.5	19.1				
	Third Quartile	25.8	25.4				
	Second Quartile	29.1	31.0				
	First Quartile	28.6	24.4				
	Percentile Rank	45	47				
Nation							
	Fourth Quartile	25.0	25.0				
	Third Quartile	25.0	25.0				
	Second Quartile	25.0	25.0				
	First Quartile	25.0	25.0				
	Percentile Rank	50.0	50.0				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14b: The Iowa Tests Results - Grade 5

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009002	Arthur Circle Elementary School						
	Fourth Quartile	41.1	52.7				
	Third Quartile	32.1	34.5				
	Second Quartile	23.2	9.1				
	First Quartile	3.6	3.6				
	Percentile Rank	71	73				
009003	Atkins Elementary School						
	Fourth Quartile	1.4	0.0				
	Third Quartile	12.9	6.5				
	Second Quartile	25.7	33.8				
	First Quartile	60.0	59.7				
	Percentile Rank	25	21				
009004	Barret Elementary School						
	Fourth Quartile	0.0	16.7				
	Third Quartile	23.5	16.7				
	Second Quartile	58.8	33.3				
	First Quartile	17.6	33.3				
	Percentile Rank	39	38				
009006	Blanchard Elementary School						
	Fourth Quartile	18.0	20.8				
	Third Quartile	30.0	35.4				
	Second Quartile	38.0	31.3				
	First Quartile	14.0	12.5				
	Percentile Rank	52	55				
009011	Caddo Heights Elementary School						
	Fourth Quartile	0.0	3.3				
	Third Quartile	8.2	6.7				
	Second Quartile	20.5	28.3				
	First Quartile	71.2	61.7				
	Percentile Rank	17	21				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14b: The Iowa Tests Results - Grade 5

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009014	Central Elementary School						
	Fourth Quartile	0.0	0.0				
	Third Quartile	9.5	6.7				
	Second Quartile	9.5	26.7				
	First Quartile	81.0	66.7				
	Percentile Rank	17	20				
009015	Cherokee Park Elementary School						
	Fourth Quartile	2.1	2.5				
	Third Quartile	8.5	25.0				
	Second Quartile	42.6	37.5				
	First Quartile	46.8	35.0				
	Percentile Rank	28	35				
009016	Claiborne Fundamental Elementary School						
	Fourth Quartile	17.3	16.7				
	Third Quartile	38.5	43.8				
	Second Quartile	25.0	37.5				
	First Quartile	19.2	2.1				
	Percentile Rank	53	57				
009018	Creswell Elementary School						
	Fourth Quartile	4.9	11.5				
	Third Quartile	22.0	26.9				
	Second Quartile	48.8	44.2				
	First Quartile	24.4	17.3				
	Percentile Rank	41	44				
009019	Eden Gardens Fundamental Elementary School						
	Fourth Quartile	65.4	64.9				
	Third Quartile	25.6	32.4				
	Second Quartile	9.0	2.7				
	First Quartile	0.0	0.0				
	Percentile Rank	82	83				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14b: The Iowa Tests Results - Grade 5

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009023	Fairfield Elementary School						
	Fourth Quartile	0.0	3.6				
	Third Quartile	7.1	7.1				
	Second Quartile	19.0	21.4				
	First Quartile	73.8	67.9				
	Percentile Rank	18	22				
009024	Forest Hill Elementary School						
	Fourth Quartile	23.6	37.5				
	Third Quartile	30.1	33.3				
	Second Quartile	28.5	21.7				
	First Quartile	17.9	7.5				
	Percentile Rank	55	66				
009027	Herndon Magnet School						
	Fourth Quartile	27.6	32.8				
	Third Quartile	43.1	41.8				
	Second Quartile	25.9	22.1				
	First Quartile	3.4	3.3				
	Percentile Rank	64	64				
009028	Hillsdale Elementary School						
	Fourth Quartile	4.8	1.4				
	Third Quartile	7.9	21.9				
	Second Quartile	33.3	43.8				
	First Quartile	54.0	32.9				
	Percentile Rank	28	32				
009030	Hosston Elementary School						
	Fourth Quartile	12.5	7.1				
	Third Quartile	12.5	21.4				
	Second Quartile	62.5	35.7				
	First Quartile	12.5	35.7				
	Percentile Rank	43	42				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14b: The Iowa Tests Results - Grade 5

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009032	Ingersoll Elementary School						
	Fourth Quartile	3.1	0.0				
	Third Quartile	6.3	12.5				
	Second Quartile	40.6	54.2				
	First Quartile	50.0	33.3				
	Percentile Rank	25	28				
009033	Judson Fundamental Elementary School						
	Fourth Quartile	30.1	43.0				
	Third Quartile	32.9	39.2				
	Second Quartile	28.8	16.5				
	First Quartile	8.2	1.3				
	Percentile Rank	60	71				
009034	Lakeshore Elementary School						
	Fourth Quartile	1.5	1.8				
	Third Quartile	9.0	3.6				
	Second Quartile	34.3	49.1				
	First Quartile	55.2	45.5				
	Percentile Rank	25	26				
009040	Mooringsport Elementary School						
	Fourth Quartile	12.0	14.3				
	Third Quartile	16.0	42.9				
	Second Quartile	40.0	33.3				
	First Quartile	32.0	9.5				
	Percentile Rank	40	53				
009043	North Highlands Elementary School						
	Fourth Quartile	18.0	23.3				
	Third Quartile	24.0	28.3				
	Second Quartile	34.0	38.3				
	First Quartile	24.0	10.0				
	Percentile Rank	46	54				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14b: The Iowa Tests Results - Grade 5

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009044	Northside Elementary School						
	Fourth Quartile	7.7	3.3				
	Third Quartile	12.8	10.0				
	Second Quartile	28.2	30.0				
	First Quartile	51.3	56.7				
	Percentile Rank	29	25				
009046	Oak Park Elementary School						
	Fourth Quartile	0.0	0.0				
	Third Quartile	13.3	8.3				
	Second Quartile	40.0	33.3				
	First Quartile	46.7	58.3				
	Percentile Rank	29	20				
009048	Oil City Elementary/Middle School						
	Fourth Quartile	0.0	0.0				
	Third Quartile	6.7	25.0				
	Second Quartile	33.3	50.0				
	First Quartile	60.0	25.0				
	Percentile Rank	23	34				
009049	George P. Hendrix Elementary School						
	Fourth Quartile	14.3	7.7				
	Third Quartile	7.1	0.0				
	Second Quartile	28.6	23.1				
	First Quartile	50.0	69.2				
	Percentile Rank	31	21				
009050	Pine Grove Elementary School						
	Fourth Quartile	6.0	9.8				
	Third Quartile	12.0	31.7				
	Second Quartile	24.0	39.0				
	First Quartile	58.0	19.5				
	Percentile Rank	28	41				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14b: The Iowa Tests Results - Grade 5

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009051	Queensborough Elementary School						
	Fourth Quartile	0.0	2.1				
	Third Quartile	0.0	4.2				
	Second Quartile	26.1	22.9				
	First Quartile	73.9	70.8				
	Percentile Rank	17	17				
009053	Riverside Elementary School						
	Fourth Quartile	40.4	47.7				
	Third Quartile	38.6	36.4				
	Second Quartile	17.5	15.9				
	First Quartile	3.5	0.0				
	Percentile Rank	70	71				
009055	Shreve Island Elementary School						
	Fourth Quartile	37.5	47.6				
	Third Quartile	30.6	30.2				
	Second Quartile	20.8	17.5				
	First Quartile	11.1	4.8				
	Percentile Rank	63	72				
009056	Newton Smith Elementary School						
	Fourth Quartile	3.7	4.3				
	Third Quartile	3.7	26.1				
	Second Quartile	29.6	65.2				
	First Quartile	63.0	4.3				
	Percentile Rank	24	42				
009057	South Highlands Elementary Magnet School						
	Fourth Quartile	63.5	73.7				
	Third Quartile	20.8	21.1				
	Second Quartile	14.6	5.3				
	First Quartile	1.0	0.0				
	Percentile Rank	82	87				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14b: The Iowa Tests Results - Grade 5

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009058	Southern Hills Elementary School						
	Fourth Quartile	11.7	21.3				
	Third Quartile	18.2	25.0				
	Second Quartile	39.0	35.0				
	First Quartile	31.2	18.8				
	Percentile Rank	38	49				
009060	A. C. Steere Elementary School						
	Fourth Quartile	39.1	49.2				
	Third Quartile	33.3	18.5				
	Second Quartile	18.8	24.6				
	First Quartile	8.7	7.7				
	Percentile Rank	66	69				
009061	E.B. Williams Stoner Hill Elem Lab School						
	Fourth Quartile	15.3	9.4				
	Third Quartile	22.2	17.0				
	Second Quartile	25.0	41.5				
	First Quartile	37.5	32.1				
	Percentile Rank	41	39				
009062	Summer Grove Elementary School						
	Fourth Quartile	21.1	14.8				
	Third Quartile	28.9	44.4				
	Second Quartile	28.9	29.6				
	First Quartile	21.1	11.1				
	Percentile Rank	50	55				
009063	Summerfield Elementary School						
	Fourth Quartile	27.3	24.1				
	Third Quartile	29.9	31.0				
	Second Quartile	27.3	34.5				
	First Quartile	15.6	10.3				
	Percentile Rank	57	56				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14b: The Iowa Tests Results - Grade 5

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009064	Sunset Acres Elementary School						
	Fourth Quartile	1.5	4.5				
	Third Quartile	14.9	16.7				
	Second Quartile	38.8	34.8				
	First Quartile	44.8	43.9				
	Percentile Rank	28	33				
009065	Jack P. Timmons Elementary School						
	Fourth Quartile	20.8	23.1				
	Third Quartile	29.2	41.0				
	Second Quartile	41.7	30.8				
	First Quartile	8.3	5.1				
	Percentile Rank	56	58				
009066	University Elementary School						
	Fourth Quartile	34.4	39.8				
	Third Quartile	32.0	36.4				
	Second Quartile	23.8	16.9				
	First Quartile	9.8	6.8				
	Percentile Rank	63	67				
009067	Vivian Elementary/Middle School						
	Fourth Quartile	2.3	14.3				
	Third Quartile	13.6	7.1				
	Second Quartile	25.0	44.6				
	First Quartile	59.1	33.9				
	Percentile Rank	27	38				
009068	Walnut Hill Elementary/Middle School						
	Fourth Quartile	17.0	30.1				
	Third Quartile	31.2	27.5				
	Second Quartile	36.9	32.7				
	First Quartile	14.9	9.8				
	Percentile Rank	52	60				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14b: The Iowa Tests Results - Grade 5

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009070	Werner Park Elementary School						
	Fourth Quartile	0.0	0.0				
	Third Quartile	5.5	7.1				
	Second Quartile	19.1	35.4				
	First Quartile	75.5	57.6				
	Percentile Rank	16	23				
009071	West Shreveport Elementary School						
	Fourth Quartile	0.0	1.9				
	Third Quartile	16.3	21.2				
	Second Quartile	48.8	44.2				
	First Quartile	34.9	32.7				
	Percentile Rank	30	34				
009072	Westwood Elementary School						
	Fourth Quartile	1.4	0.0				
	Third Quartile	5.6	26.4				
	Second Quartile	40.8	35.8				
	First Quartile	52.1	37.7				
	Percentile Rank	25	32				
009075	Turner Elementary/Middle School						
	Fourth Quartile	6.3	7.0				
	Third Quartile	19.8	17.0				
	Second Quartile	36.9	41.0				
	First Quartile	36.9	35.0				
	Percentile Rank	37	35				
009079	Keithville Elementary/Middle School						
	Fourth Quartile	13.5	7.2				
	Third Quartile	29.7	37.3				
	Second Quartile	32.4	45.8				
	First Quartile	24.3	9.6				
	Percentile Rank	46	48				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14b: The Iowa Tests Results - Grade 5

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	17.9	21.6				
	Third Quartile	21.9	25.0				
	Second Quartile	29.1	30.5				
	First Quartile	31.2	22.8				
	Percentile Rank	45	50				
State							
	Fourth Quartile	16.2	17.6				
	Third Quartile	23.4	25.5				
	Second Quartile	30.8	31.7				
	First Quartile	29.6	25.2				
	Percentile Rank	44	46				
Nation							
	Fourth Quartile	25.0	25.0				
	Third Quartile	25.0	25.0				
	Second Quartile	25.0	25.0				
	First Quartile	25.0	25.0				
	Percentile Rank	50.0	50.0				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14c: The Iowa Tests Results - Grade 6

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009005	Bethune Middle School						
	Fourth Quartile	1.9	0.0				
	Third Quartile	0.0	5.5				
	Second Quartile	30.2	32.7				
	First Quartile	67.9	61.8				
	Percentile Rank	19	22				
009007	Broadmoor Middle Laboratory School						
	Fourth Quartile	6.2	10.5				
	Third Quartile	23.1	22.0				
	Second Quartile	28.6	31.0				
	First Quartile	42.1	36.5				
	Percentile Rank	33	38				
009017	J. S. Clark Middle School						
	Fourth Quartile	0.0	0.6				
	Third Quartile	6.8	9.7				
	Second Quartile	20.5	35.4				
	First Quartile	72.6	54.3				
	Percentile Rank	18	25				
009020	Caddo Parish Middle Magnet School						
	Fourth Quartile	56.4	71.8				
	Third Quartile	35.8	24.9				
	Second Quartile	7.8	3.3				
	First Quartile	0.0	0.0				
	Percentile Rank	78	84				
009027	Herndon Magnet School						
	Fourth Quartile	23.2	34.1				
	Third Quartile	31.9	45.7				
	Second Quartile	34.8	17.1				
	First Quartile	10.1	3.1				
	Percentile Rank	58	69				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14c: The Iowa Tests Results - Grade 6

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009029	Hollywood Middle School						
	Fourth Quartile	1.5	1.7				
	Third Quartile	7.4	10.3				
	Second Quartile	30.1	37.9				
	First Quartile	61.0	50.0				
	Percentile Rank	22	26				
009036	Linear Middle School						
	Fourth Quartile	2.1	2.5				
	Third Quartile	7.7	10.1				
	Second Quartile	34.3	35.3				
	First Quartile	55.9	52.1				
	Percentile Rank	26	28				
009037	Linwood Middle School						
	Fourth Quartile	0.5	1.8				
	Third Quartile	4.8	13.5				
	Second Quartile	33.9	36.8				
	First Quartile	60.8	47.9				
	Percentile Rank	21	28				
009038	Midway Middle School						
	Fourth Quartile	1.7	0.6				
	Third Quartile	5.2	6.5				
	Second Quartile	23.7	28.4				
	First Quartile	69.4	64.5				
	Percentile Rank	19	21				
009048	Oil City Elementary/Middle School						
	Fourth Quartile	5.0	0.0				
	Third Quartile	10.0	4.8				
	Second Quartile	50.0	61.9				
	First Quartile	35.0	33.3				
	Percentile Rank	33	30				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14c: The Iowa Tests Results - Grade 6

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009052	Ridgewood Middle School						
	Fourth Quartile	11.7	10.7				
	Third Quartile	25.6	33.2				
	Second Quartile	33.3	32.7				
	First Quartile	29.4	23.4				
	Percentile Rank	42	45				
009054	Oak Terrace/J.B. Harville Alternative School						
	Fourth Quartile	0.0	5.9				
	Third Quartile	0.0	8.8				
	Second Quartile	44.4	29.4				
	First Quartile	55.6	55.9				
	Percentile Rank	16	27				
009067	Vivian Elementary/Middle School						
	Fourth Quartile	7.1	5.7				
	Third Quartile	14.3	18.9				
	Second Quartile	41.7	45.3				
	First Quartile	36.9	30.2				
	Percentile Rank	34	35				
009068	Walnut Hill Elementary/Middle School						
	Fourth Quartile	9.6	12.2				
	Third Quartile	27.1	29.3				
	Second Quartile	37.2	36.0				
	First Quartile	26.1	22.6				
	Percentile Rank	42	46				
009074	Yoree Drive Middle School						
	Fourth Quartile	27.0	31.6				
	Third Quartile	28.3	32.3				
	Second Quartile	26.7	23.4				
	First Quartile	18.0	12.8				
	Percentile Rank	56	62				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14c: The Iowa Tests Results - Grade 6

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009075	Turner Elementary/Middle School						
	Fourth Quartile	5.6	6.2				
	Third Quartile	22.8	13.3				
	Second Quartile	32.6	42.1				
	First Quartile	39.1	38.5				
	Percentile Rank	34	33				
009078	Donnie Bickham Middle School						
	Fourth Quartile	8.9	9.7				
	Third Quartile	22.2	26.9				
	Second Quartile	29.1	40.0				
	First Quartile	39.9	23.4				
	Percentile Rank	36	42				
009079	Keithville Elementary/Middle School						
	Fourth Quartile	11.3	10.1				
	Third Quartile	22.0	38.3				
	Second Quartile	36.9	34.2				
	First Quartile	29.8	17.4				
	Percentile Rank	40	48				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14c: The Iowa Tests Results - Grade 6

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	14.9	17.8				
	Third Quartile	20.3	22.4				
	Second Quartile	28.0	29.7				
	First Quartile	36.8	30.1				
	Percentile Rank	40	45				
State							
	Fourth Quartile	15.9	18.3				
	Third Quartile	24.6	24.8				
	Second Quartile	31.4	32.3				
	First Quartile	28.1	24.7				
	Percentile Rank	45	47				
Nation							
	Fourth Quartile	25.0	25.0				
	Third Quartile	25.0	25.0				
	Second Quartile	25.0	25.0				
	First Quartile	25.0	25.0				
	Percentile Rank	50.0	50.0				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14d: The Iowa Tests Results - Grade 7

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009005	Bethune Middle School						
	Fourth Quartile	0.0	2.2				
	Third Quartile	1.9	4.3				
	Second Quartile	26.7	33.3				
	First Quartile	71.4	60.2				
	Percentile Rank	16	23				
009007	Broadmoor Middle Laboratory School						
	Fourth Quartile	9.7	11.4				
	Third Quartile	19.8	27.7				
	Second Quartile	28.8	28.0				
	First Quartile	41.7	32.8				
	Percentile Rank	36	41				
009017	J. S. Clark Middle School						
	Fourth Quartile	0.9	1.0				
	Third Quartile	8.0	10.2				
	Second Quartile	20.2	21.3				
	First Quartile	70.9	67.5				
	Percentile Rank	21	22				
009020	Caddo Parish Middle Magnet School						
	Fourth Quartile	58.9	60.5				
	Third Quartile	31.6	36.2				
	Second Quartile	8.9	3.3				
	First Quartile	0.5	0.0				
	Percentile Rank	78	79				
009027	Herndon Magnet School						
	Fourth Quartile	29.8	34.6				
	Third Quartile	41.2	36.4				
	Second Quartile	26.3	23.4				
	First Quartile	2.6	5.6				
	Percentile Rank	65	66				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14d: The Iowa Tests Results - Grade 7

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009029	Hollywood Middle School						
	Fourth Quartile	1.7	0.8				
	Third Quartile	10.1	6.2				
	Second Quartile	35.3	27.1				
	First Quartile	52.9	65.9				
	Percentile Rank	27	22				
009036	Linear Middle School						
	Fourth Quartile	1.4	3.1				
	Third Quartile	11.5	15.0				
	Second Quartile	35.8	37.0				
	First Quartile	51.4	44.9				
	Percentile Rank	27	30				
009037	Linwood Middle School						
	Fourth Quartile	0.5	1.3				
	Third Quartile	10.9	14.5				
	Second Quartile	30.1	30.3				
	First Quartile	58.5	53.9				
	Percentile Rank	25	26				
009038	Midway Middle School						
	Fourth Quartile	0.6	2.5				
	Third Quartile	5.9	9.9				
	Second Quartile	26.5	29.2				
	First Quartile	67.1	58.4				
	Percentile Rank	20	24				
009048	Oil City Elementary/Middle School						
	Fourth Quartile	9.5	9.1				
	Third Quartile	9.5	27.3				
	Second Quartile	28.6	40.9				
	First Quartile	52.4	22.7				
	Percentile Rank	29	42				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14d: The Iowa Tests Results - Grade 7

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009052	Ridgewood Middle School						
	Fourth Quartile	12.5	10.6				
	Third Quartile	30.5	33.9				
	Second Quartile	32.5	31.1				
	First Quartile	24.5	24.4				
	Percentile Rank	46	46				
009054	Oak Terrace/J.B. Harville Alternative School						
	Fourth Quartile	0.0	3.5				
	Third Quartile	2.3	10.5				
	Second Quartile	14.0	26.3				
	First Quartile	83.7	59.6				
	Percentile Rank	14	23				
009067	Vivian Elementary/Middle School						
	Fourth Quartile	8.6	9.5				
	Third Quartile	22.9	15.5				
	Second Quartile	34.3	40.5				
	First Quartile	34.3	34.5				
	Percentile Rank	36	36				
009068	Walnut Hill Elementary/Middle School						
	Fourth Quartile	15.2	15.1				
	Third Quartile	33.1	30.7				
	Second Quartile	36.0	34.4				
	First Quartile	15.7	19.8				
	Percentile Rank	50	49				
009074	Yoree Drive Middle School						
	Fourth Quartile	34.3	38.5				
	Third Quartile	21.3	30.9				
	Second Quartile	28.9	22.3				
	First Quartile	15.6	8.3				
	Percentile Rank	59	65				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14d: The Iowa Tests Results - Grade 7

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009075	Turner Elementary/Middle School						
	Fourth Quartile	2.4	6.9				
	Third Quartile	22.0	27.7				
	Second Quartile	34.1	33.2				
	First Quartile	41.5	32.2				
	Percentile Rank	33	38				
009078	Donnie Bickham Middle School						
	Fourth Quartile	7.6	11.6				
	Third Quartile	29.2	30.5				
	Second Quartile	33.0	29.9				
	First Quartile	30.3	28.0				
	Percentile Rank	41	45				
009079	Keithville Elementary/Middle School						
	Fourth Quartile	9.7	9.9				
	Third Quartile	23.6	29.8				
	Second Quartile	37.0	36.4				
	First Quartile	29.7	23.8				
	Percentile Rank	41	43				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14d: The Iowa Tests Results - Grade 7

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	16.2	17.7				
	Third Quartile	20.8	24.5				
	Second Quartile	27.7	26.4				
	First Quartile	35.3	31.4				
	Percentile Rank	42	45				
State							
	Fourth Quartile	15.2	17.0				
	Third Quartile	24.1	26.1				
	Second Quartile	31.4	30.0				
	First Quartile	29.4	26.8				
	Percentile Rank	44	46				
Nation							
	Fourth Quartile	25.0	25.0				
	Third Quartile	25.0	25.0				
	Second Quartile	25.0	25.0				
	First Quartile	25.0	25.0				
	Percentile Rank	50.0	50.0				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14e: The Iowa Tests Results - Grade 9

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009008	C.E. Byrd High School						
	Fourth Quartile	32.3	30.5				
	Third Quartile	32.9	28.2				
	Second Quartile	21.0	25.6				
	First Quartile	13.8	15.7				
	Percentile Rank	60	57				
009012	Caddo Parish Magnet High School						
	Fourth Quartile	69.7	63.6				
	Third Quartile	27.3	32.5				
	Second Quartile	3.0	3.6				
	First Quartile	0.0	0.4				
	Percentile Rank	84	83				
009013	Captain Shreve High School						
	Fourth Quartile	24.4	31.6				
	Third Quartile	27.6	32.4				
	Second Quartile	26.5	22.2				
	First Quartile	21.4	13.9				
	Percentile Rank	51	59				
009022	Fair Park High School						
	Fourth Quartile	1.0	0.5				
	Third Quartile	8.1	14.4				
	Second Quartile	32.4	36.9				
	First Quartile	58.6	48.2				
	Percentile Rank	22	27				
009025	Green Oaks High School						
	Fourth Quartile	2.2	1.8				
	Third Quartile	7.7	12.0				
	Second Quartile	34.6	30.5				
	First Quartile	55.5	55.7				
	Percentile Rank	24	25				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14e: The Iowa Tests Results - Grade 9

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009031	Huntington High School						
	Fourth Quartile	8.2	8.6				
	Third Quartile	23.1	26.4				
	Second Quartile	36.8	36.6				
	First Quartile	31.9	28.5				
	Percentile Rank	38	40				
009042	North Caddo High School						
	Fourth Quartile	4.3	15.2				
	Third Quartile	18.1	24.2				
	Second Quartile	31.9	37.4				
	First Quartile	45.7	23.2				
	Percentile Rank	30	45				
009045	Northwood High School						
	Fourth Quartile	10.1	14.4				
	Third Quartile	32.8	31.9				
	Second Quartile	33.9	35.2				
	First Quartile	23.3	18.5				
	Percentile Rank	43	48				
009054	Oak Terrace/J.B. Harville Alternative School						
	Fourth Quartile	6.3	0.0				
	Third Quartile	3.1	16.7				
	Second Quartile	25.0	5.6				
	First Quartile	65.6	77.8				
	Percentile Rank	19	17				
009059	Southwood High School						
	Fourth Quartile	10.0	10.8				
	Third Quartile	26.7	26.7				
	Second Quartile	34.3	35.9				
	First Quartile	29.0	26.7				
	Percentile Rank	41	42				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14e: The Iowa Tests Results - Grade 9

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009069	Booker T. Washington High School						
	Fourth Quartile	1.7	2.3				
	Third Quartile	7.5	14.6				
	Second Quartile	29.5	30.4				
	First Quartile	61.3	52.6				
	Percentile Rank	21	26				
009073	Woodlawn High School						
	Fourth Quartile	2.8	0.0				
	Third Quartile	5.6	9.2				
	Second Quartile	34.6	34.0				
	First Quartile	57.0	56.7				
	Percentile Rank	23	23				
009076	Hamilton Terrace Learning Center						
	Fourth Quartile	0.0	0.0				
	Third Quartile	1.5	5.9				
	Second Quartile	13.6	5.9				
	First Quartile	84.8	88.2				
	Percentile Rank	12	11				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Table 14e: The Iowa Tests Results - Grade 9

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores

		1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
District							
	Fourth Quartile	18.4	18.7				
	Third Quartile	22.0	24.4				
	Second Quartile	27.6	28.5				
	First Quartile	32.0	28.4				
	Percentile Rank	43	46				
State							
	Fourth Quartile	16.5	17.3				
	Third Quartile	24.8	26.2				
	Second Quartile	29.5	29.4				
	First Quartile	29.2	27.1				
	Percentile Rank	44	46				
Nation							
	Fourth Quartile	25.0	25.0				
	Third Quartile	25.0	25.0				
	Second Quartile	25.0	25.0				
	First Quartile	25.0	25.0				
	Percentile Rank	50.0	50.0				

~ = Unavailable Data

The four quartiles comprise the following ranges of percentile ranks: 1-24 (first quartile), 25-49 (second quartile), 50-74 (third quartile), and 75-99 (fourth quartile).

Section 5. College Readiness

College Readiness Overview	5-1
American College Test (ACT) Results.....	5-2
First-Time College Freshmen Performance	5-4

College Readiness Overview

The data presented in this section offer insight into the quality of college preparation that Louisiana public school graduates have received. Not all students choose to pursue a college education. However, those who decide to go to college should be adequately prepared to succeed in challenging college environments.

The first part of this section contains the American College Test (ACT) data. Composite scores are presented for each school in the district when available. The composite score is created by averaging scores from the ACT English, mathematics, reading, and science reasoning tests. The district, state, and national scores are shown for comparison purposes. ACT scores are widely used as an indicator of student preparedness for college. Most Louisiana colleges and universities require entering students to take the ACT for admissions or placement purposes.

The second part of this section contains the First-Time College Freshmen data. This section includes: (1) the number of high school diploma graduates, (2) the number and percentage of these graduates who were first-time college freshmen at a Louisiana college or university, and (3) the percentage of these first-time college freshmen who were enrolled in at least one developmental/remedial course. A higher percentage of students enrolled in developmental/remedial courses suggests that a school is not adequately preparing its students for college or university coursework. The data are presented for all public schools in the district that have a grade 12. Comparison data are also presented at the district and state levels.

American College Test (ACT) Results

The **American College Test (ACT)** measures academic achievement in English, mathematics, reading, and science reasoning. The English component measures usage and mechanics of standard written English and rhetorical skills. The mathematics component contains primarily algebra and geometry items with some trigonometry items. Students are required to apply reasoning skills to practical problems in mathematics. The reading component is made up of four passages, which are similar to the type of writing encountered in college freshmen courses. Students have to display an understanding of both explicit and implicit information contained in the passages as well as be able to draw appropriate conclusions. The science reasoning component measures higher-order thinking skills as applied to the natural sciences (ACT 2000).

Data Presentation

Table 15 presents average ACT composite scores for each public school in the district having both a twelfth grade and student ACT scores. Schools are shown in school site code order. Comparison data are presented for the district, state, and nation.

Method of Calculation

The ACT composite score for a student is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

The school, district, state, and national ACT scores are the averages of the students' most recently obtained composite scores. Students who were or who would have been members of the graduating class for any given year are included in these averages. In other words, the aggregated composite scores include test scores for (1) twelfth graders who took the test in the current year and (2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included in the averages.

The district composite score is based on public school students only. However, the reported statewide ACT score includes both public and nonpublic student scores. This reporting method was deliberately selected to keep state statistics consistent with nationally reported figures, which are based on the combined performance of public and nonpublic students.

Data Source

The ACT indicator is based on data supplied to the Louisiana Department of Education by the testing contractor, American College Testing.

References

American College Testing (2000). ACT Assessment at a Glance. (IC 04020G000). Iowa City, IA: Author.

Table 15: American College Test (ACT) Results
Average Composite Scores

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
009008 C.E. Byrd High School	21.2	20.6				
009012 Caddo Parish Magnet High School	24.5	24.4				
009013 Captain Shreve High School	20.7	20.7				
009022 Fair Park High School	15.0	15.7				
009025 Green Oaks High School	15.6	15.6				
009031 Huntington High School	17.3	17.5				
009042 North Caddo High School	17.3	18.3				
009045 Northwood High School	18.2	18.9				
009059 Southwood High School	18.0	18.5				
009069 Booker T. Washington High School	16.2	16.0				
009073 Woodlawn High School	15.6	16.5				
009076 Hamilton Terrace Learning Center	14.0	14.0				
District (Public)	19.7	19.9				
State (Public and Nonpublic)	19.6	19.6				
Nation (Public and Nonpublic)	21.0	21.0				

~ = Unavailable Data

First-Time College Freshmen Performance

Information about the number of Louisiana public school students who enrolled as first-time freshmen (FTF) in this State's colleges and universities has been collected since 1987. For the first six years, the Board of Regents oversaw the data collection and distribution of school-level reports. The 1993 Louisiana Legislature recognized that the LDE had an established mechanism, the *Progress Profiles School Report Cards*, to disseminate information about schools to the public. Believing that the FTF data made an important statement about the quality of secondary schooling, the 1993 Legislature took steps to revamp the *FTF Program*. One revision mandated that the FTF information be incorporated into the *Progress Profile School Report Cards* so that it might be more widely accessible to parents.

Since FTF data are provided for only public schools that have grade 12 diploma graduates and such schools may not have received Accountability Reports this year, other reports have been prepared for the high schools. In addition, the information is included in this DCR. Parents can request the FTF information from the high school, or parents may view the FTF findings over the Department's web site.

The Organization for Economic Co-Operation and Development (OECD, 2000) has indicated a high school education often serves as the minimum credential for entry into the labor market, as well as the foundation for all types of post-secondary programs, including college/university studies. Therefore, the number of high school diploma graduates provides some insight about the size of a school's graduating class.

Since the quality of each high school preparation program can be one factor that impacts whether or not a diploma graduate will be accepted into a college, it is of interest to study the college-going rates of each high school and of each district. The college-going rates estimate the proportion of a high school graduating class that made an immediate transition to an in-state college or university.

Furthermore, if the quality of a high school's program is poor, then the school's diploma graduates, who do enroll in college, may need to complete several developmental/remedial courses prior to enrolling in college credit courses. Thus, when it is found that a large percent of a

high school's diploma graduates enrolled in developmental/remedial courses, the high school should take action to improve the preparation and college-readiness of its students.

Data Presentation

Table 16 presents the number and/or percent of students who (1) were diploma graduates from Louisiana public schools and (2) enrolled as full-time first-time freshmen during the following fall semester at any of the State's two- or four-year public and private universities. In this report, all FTF graduated and then enrolled in a Louisiana college/university by the following fall semester. Thus, these recent graduates made an immediate transition to a college or university. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one developmental/remedial course during their first regular semester of college study.

Note: For any given school year, the first-time college freshmen data represent information on the high school diploma graduates from the previous school year. Further, the district results may reflect data from additional schools, which were open during the previous school year. Finally, the State results are based on public and nonpublic schools that had diploma graduates in the previous school year.

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and who is enrolled full time in a Louisiana higher education institution (both public and private) the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.
- *Graduate*—a student who successfully completes a SBESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a State-approved diploma. Students who earn GEDs are not included.

-
- *Developmental/remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Developmental/remedial courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time), but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented below. The percent of high school graduates who become first-time college freshmen is calculated for public high school diploma graduates who attend in-state colleges or universities.

Data Source

The first-time college freshmen indicator is based on data submitted to the Louisiana Department of Education by Louisiana public and private colleges or universities.

References

Organization for Economic Co-Operation and Development (OECD). (2000). Education at a Glance. (OECD 2000: Danvers, MA.)

Formulas Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Developmental Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Developmental Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

Table 16
First-Time College Freshmen Performance

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009008 C.E. Byrd High School												
Number of High School Graduates ¹		410		336								
HS Graduates Who Were First-time College Freshmen	62.4	256	57.1	192								
First-time Freshmen Enrolled in College Developmental Course	34.0	87	24.5	47								
009012 Caddo Parish Magnet High School												
Number of High School Graduates ¹		324		287								
HS Graduates Who Were First-time College Freshmen	56.5	183	60.6	174								
First-time Freshmen Enrolled in College Developmental Course	18.0	33	6.9	12								
009013 Captain Shreve High School												
Number of High School Graduates ¹		196		198								
HS Graduates Who Were First-time College Freshmen	56.1	110	62.6	124								
First-time Freshmen Enrolled in College Developmental Course	36.4	40	32.3	40								
009022 Fair Park High School												
Number of High School Graduates ¹		125		103								
HS Graduates Who Were First-time College Freshmen	32.0	40	40.8	42								
First-time Freshmen Enrolled in College Developmental Course	57.5	23	78.6	33								
009025 Green Oaks High School												
Number of High School Graduates ¹		108		102								
HS Graduates Who Were First-time College Freshmen	38.9	42	39.2	40								
First-time Freshmen Enrolled in College Developmental Course	54.8	23	62.5	25								
009031 Huntington High School												
Number of High School Graduates ¹		222		231								
HS Graduates Who Were First-time College Freshmen	47.3	105	47.2	109								
First-time Freshmen Enrolled in College Developmental Course	50.5	53	52.3	57								
009042 North Caddo High School												
Number of High School Graduates ¹		91		93								
HS Graduates Who Were First-time College Freshmen	17.6	16	39.8	37								
First-time Freshmen Enrolled in College Developmental Course	37.5	6	48.7	18								
009045 Northwood High School												
Number of High School Graduates ¹		176		178								
HS Graduates Who Were First-time College Freshmen	43.2	76	43.8	78								
First-time Freshmen Enrolled in College Developmental Course	59.2	45	56.4	44								

¹ Represents diploma graduates from the previous school year
~ = Unavailable data

Table 16
First-Time College Freshmen Performance

	1998-99		1999-00		2000-01		2001-02		2002-03		2003-04	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
009054 Oak Terrace/J.B. Harville Alternative School												
Number of High School Graduates ¹		~		0								
HS Graduates Who Were First-time College Freshmen	~	~	0.0	0								
First-time Freshmen Enrolled in College Developmental Course	~	~	0.0	0								
009059 Southwood High School												
Number of High School Graduates ¹		347		360								
HS Graduates Who Were First-time College Freshmen	41.2	143	43.9	158								
First-time Freshmen Enrolled in College Developmental Course	46.8	67	55.7	88								
009069 Booker T. Washington High School												
Number of High School Graduates ¹		153		158								
HS Graduates Who Were First-time College Freshmen	34.6	53	34.8	55								
First-time Freshmen Enrolled in College Developmental Course	67.9	36	60.0	33								
009073 Woodlawn High School												
Number of High School Graduates ¹		144		131								
HS Graduates Who Were First-time College Freshmen	27.8	40	32.1	42								
First-time Freshmen Enrolled in College Developmental Course	72.5	29	71.4	30								
009076 Hamilton Terrace Learning Center												
Number of High School Graduates ¹		46		32								
HS Graduates Who Were First-time College Freshmen	13.0	6	15.6	5								
First-time Freshmen Enrolled in College Developmental Course	100.0	6	60.0	3								
District (Public)												
Number of High School Graduates ¹		2,342		2,209								
HS Graduates Who Were First-time College Freshmen	45.7	1,070	47.8	1,056								
First-time Freshmen Enrolled in College Developmental Course	41.9	448	40.7	430								
State (Public)												
Number of High School Graduates ¹		38,360		38,038								
HS Graduates Who Were First-time College Freshmen	42.7	16,382	42.2	16,055								
First-time Freshmen Enrolled in College Developmental Course	45.6	7,472	41.7	6,691								

¹ Represents diploma graduates from the previous school year
~ = Unavailable data

Glossary

achievement level—one of the following five LEAP 21 achievement ratings:

- *Advanced*—demonstrates superior performance beyond the proficient level of mastery.
- *Proficient*—demonstrates competency over challenging subject matter and is well-prepared for the next level of schooling.
- *Basic*—demonstrates only the fundamental knowledge and skills needed for the next level of schooling.
- *Approaching Basic*—partially demonstrates the fundamental knowledge and skills needed for the next level of schooling.
- *Unsatisfactory*—does not demonstrate the fundamental knowledge and skills needed for the next level of schooling.

aggregate days attendance—the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

attainment rate—the percent of students who score at or above the state performance standard on a criterion-referenced test.

baseline—the level of school performance against which progress is measured; the baseline determines the school's growth target.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and as identified by a specific ASR course code.

combination school category—any school whose grade structure falls within the PK-12 range and which is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, combined with 9-12; and 4-6, combined with 9-12. Nongraded schools (schools with no grade structure) are also considered combination schools.

criterion-referenced test (CRT)—a test that produces a score that tells how individuals/schools perform in achieving established criteria.

cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

current expenditures—total expenditures minus equipment, facilities acquisitions and construction services costs, and debt services costs.

day of attendance—effective with the 1992-93 school year, when a student “(1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a State-approved education component, or participating in school-authorized field trips.” (Bulletin 741)

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above criteria and are present for more than 50% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*) The definition of the “amount” of time receiving instruction that is required to be in attendance has been in effect statewide since the 1993-94 school year.

debt services—servicing the debt of the LEA, including payments of both principal and interest. Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

developmental/remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Developmental/remedial courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.

dropout—“an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusionary conditions: transfer to another public school district outside of Louisiana, private school, or state- or district-approved education program; temporary absence due to suspension or illness; or death.” (NCES, 1993)

“For purposes of applying the dropout definition, the definitions below also apply.

1. A school year is defined as the 12-month period of time beginning October 1, with dropouts from the previous summer reported for the year and grade for which they fail to enroll.
2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
3. A state or district approved program may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

dropout denominator—cumulative enrollment plus any dropouts not included in cumulative enrollment (e.g., reported non-reported summer dropouts).

elementary school category—any school whose grade structure falls within the PK-8 range, which excludes grades in the 9-12 range, and which does not fit the definition for middle/junior high.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant

principals, guidance counselors, librarians, and other instructional/administrative staff.

first-time college freshman—a student who graduates from high school during a given school year and who is enrolled full time in a Louisiana higher education institution (both public and private) the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

grade structure—the various educational grade levels that a school contains and for which instruction is provided (i.e., K-8, or Kindergarten through grade 8).

graduate—a student who successfully completes a SBESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a State-approved diploma. Students who earn GEDs are not included.

growth label - assigned to a school based upon the school's success in reaching its Growth Target; recognizes improvement. The Growth Labels are as follows:

- Exemplary Academic Growth (a school exceeding its Growth Target by at least 5 points)
- Recognized Academic Growth (a school meeting its Growth Target or exceeding it by less than 5 points)
- Minimal Academic Growth (a school improving some, but not meeting its Growth Target)
- School In Decline (a school not meeting its Growth Target because of a flat or declining School Performance Score).

growth target—represents the progress a school must make every two years to reach the State's 10- and 20-year goals.

high school category—any school whose grade structure falls within the 6-12 range and which includes grades in the 10-12 range, or any school that contains only grade 9.

in-school expulsion—a student temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA; no interruption of instructional services occurs.

in-school suspension—a student temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day; no interruption of instructional services occurs.

middle/junior high school category—any school whose grade structure falls within the 4-9 range, which includes grades 7 or 8, and which excludes grades in the PK-3 and 10-12 ranges.

norm-referenced test (NRT)—a test that produces a score that tells how individuals, schools, districts, and the state perform in comparison with the national norm group.

number of faculty—the total number of school-based instructional personnel employed at a school.

October 1 membership—total number of students enrolled in a school on October 1 of the current school year.

out-of-school expulsion—the removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—a student temporarily prohibited from participation in his/her usual placement within school, with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

percentile rank of average standard scores for national student norms—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

school—an institution that provides preschool, elementary, and/or secondary instruction; has one or more grade groupings or is ungraded; has one or more teachers to give instruction or care; is

located in one or more buildings; and has an assigned administrator(s) (LDE and NCES).

school performance category—the official declaration of school performance in relation to the State's 10-year and 20-year accountability goals. The Performance Categories are as follows:

- Academic Excellence (SPS 150.0 or higher)
- Academic Distinction (SPS 125.0 - 149.9)
- Academic Achievement (SPS 100.0 - 124.9)
- Academically Above Average (SPS equal to or higher than state average and lower than 100.0)
- Academically Below Average (SPS higher than 30.0 and less than state average)
- Academically Unacceptable (SPS 30.0 or lower).

school performance score (SPS)—is the primary measure of a school's overall performance. (See the introduction section for more detail.)

school type—the classification of schools into one of the four categories of schools (elementary, middle/junior high, high, or combination schools).